



UCMERCED
UNIVERSITY OF CALIFORNIA
EXTENSION

**Preliminary Credential Program
Multiple Subjects and Single Subject**

Submitted by Faculty and Staff of the
University Extension, University of California, Merced
for the purposes of CTC Eligibility Review
for Initial Institutional Approval

**University of California, Merced
Merced, CA**

September 15, 2017 (original submission)
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The University of California, Merced is dedicated to training high quality, diverse teacher candidates. University Extension (UCM EXT), sponsored by UC Merced's School of Natural Sciences, respectfully submits this document for Initial Institutional Approval based on the twelve (12) criteria below.

At-A-Glance

<u>CRITERION 1: RESPONSIBILITY AND AUTHORITY</u>
<p>a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity including educator preparation programs offered by extension divisions.</p> <p>Narrative</p>
<p>b) Identify the individual who will coordinate each educator preparation program sponsored by the entity. Provide a description of the reporting relationship between this person(s) and (a) above. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program.</p> <p>Narrative</p>
<p>c) Provide an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for program delivery.</p> <p>Narrative UCM EXT Organizational Chart</p>
<p>d) Provide policies to ensure that duties regarding credential recommendations are not delegated to persons other than employees of the Commission approved institution.</p> <p>Narrative Draft UCM Faculty and Staff Handbook</p>
<p>e) Provide assurance that individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process.</p> <p>Narrative</p>

CRITERION 2: LAWFUL PRACTICES

To be granted initial institutional accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. The entity must provide written policy as verification that decisions regarding the admission, retention or graduation of students, and all personnel decisions regarding the employment, retention or promotion of employees are made without unlawful discrimination.

[Narrative](#)

[Nondiscrimination](#) (UCM Statement)

[Equal Employment Opportunity and Affirmative Action](#) (UCM Statement)

CRITERION 3: COMMISSION ASSURANCES AND COMPLIANCE

a) That there will be compliance with all preconditions required for the initial program(s) the institution would like to propose (General and program specific preconditions for proposed programs must accompany this document)

[Narrative](#)

b) Provide assurance that all required reports to the Commission including but not limited to data reports and accreditation documents, will be submitted by the Commission approved entity for all educator preparation programs offered including extension divisions.

[Narrative](#)

c) That the sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member.

[Narrative](#)

d) That the sponsor will participate fully in the Commission's accreditation system and adhere to submission timelines.

[Narrative](#)

e) That once a candidate is accepted and enrolled in the educator preparation program, the sponsor must offer the approved program, meeting the adopted standards, until the candidate; i. Completes the program; ii. Withdraws from the program; iii. Is dropped from the program; iv. Is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

[Narrative](#)

[UCM EXT Teach-Out Plan for CTC Approved Educator Preparation Program\(s\)](#)

[UCM EXT Sample Letter of Agreement](#)

CRITERION 4: REQUESTS FOR DATA

An institution seeking Initial Institutional Approval must identify a qualified officer responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to:

- a) program enrollments
- b) program completers
- c) examination results
- d) state and federal reporting
- e) candidate competence
- f) organizational effectiveness data
- g) other data as indicated by the Commission

[Narrative](#)

CRITERION 5: GRIEVANCE PROCESS

- a) Provide a clearly delineated grievance process for candidates and applicants.

[Narrative](#)

[Student Grievance Policy within Draft UCM EXT Student Resources and Policy Handbook](#)

- b) Demonstrate that information pertaining to the grievance process is accessible to all candidates and applicants.

[Narrative](#)

[Student Grievance Policy within Draft UCM EXT Student Resources and Policy Handbook](#)

- c) Provide documentation that candidates have been informed of the grievance process and that the process has been followed.

[Narrative](#)

[Draft UCM EXT Student Resources and Policy Handbook](#)
[Draft Enrollment Agreement](#)

CRITERION 6: COMMUNICATION AND INFORMATION

a) The institution will create and maintain a website that includes information about the institution and all approved educator preparation programs. The website must be easily accessible to the public and must not require login information (access codes/password) in order to obtain basic information about the institution's programs and requirements as listed in (b).

[Narrative](#)

b) The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs.

[Narrative](#)

[Draft UCM EXT Student Resources and Policies Handbook](#)

c) Information will be made available through various means of communication including but not limited to website, institutional catalog, and admission material.

[Narrative](#)

CRITERION 7: STUDENT RECORDS MANAGEMENT, ACCESS, AND SECURITY

a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.

[Narrative](#)

b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).

[Narrative](#)

c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.

[Narrative](#)

[Notification of Rights under FERPA](#)

CRITERION 8: DISCLOSURE

a) Information regarding the proposed delivery model (online, in person, hybrid, etc.

[Narrative](#)

b) All locations of the proposed educator preparation programs including satellite locations.

[Narrative](#)

c) Any outside organizations (those individuals not formally employed by the institution seeking Initial Institutional Approval) that will be providing any direct educational services as all or part of the proposed programs.

[Narrative](#)

CRITERION 9: VERACITY IN ALL CLAIMS SUBMITTED

To be granted Initial Institution Approval, the institutional leadership (Dean or Superintendent) must positively affirm the veracity of all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of initial institutional accreditation.

[Narrative](#)

[Veracity letter will be provided before the Dec. 7, 2017 Meeting](#)

CRITERION 10: MISSION AND VISION

a) Provide its mission and vision related to educator preparation.

[Narrative](#)

b) Confirm that the mission and vision will be published on the website and in institutional documents provided to candidates.

[Narrative](#)

c) Information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students.

[Narrative](#)

d) Information that demonstrates the institution's commitment to preparing candidates to work effectively with the full range of California TK-12 students. Narrative
e) Statement that includes which educator preparation program(s) the institution will seek to offer. Narrative
f) Information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation. Narrative
g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state. Narrative
h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs. Narrative

CRITERION 11: HISTORY OF PRIOR EXPERIENCE AND EFFECTIVENESS IN EDUCATOR PREPARATION

a) History related to its prior experience preparing, training and supporting educators within California or in other states. Narrative
b) A list of all states and/or countries in which the institution is currently operating and the status of the institution's approval in each of those locations. Narrative
c) If applicable, a copy of the most recent approval document (state approval, accreditation) and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status. Narrative UCM WASC Accreditation Letter
d) For institutions currently operating educator preparation programs in another state, data- from the most recent 5 years indicating number of candidates enrolled in the institution's programs and number who have completed program (taking into account the length of time of the program design). Narrative

e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools. Narrative
f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs. Narrative Support Letter from Merced City School District
g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution. Narrative
Retention and completion data in educator preparation programs or other programs when educator preparation data are not available. Narrative
Proof of third party notification enlisting comments to be sent to: Input@ctc.ca.gov . Narrative Third Party Notification on UCM EXT website

<u>CRITERION 12: CAPACITY AND RESOURCES</u>
a) Copy of the most recent audited budget for the institution. Narrative UCM Audited Financial Statements 2015/2016
b) A proposed operational budget for the educational unit. Narrative UCM EXT Education Programs Proposed Budget
c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to: <ul style="list-style-type: none"> 1) The number and type of faculty (full-time faculty, part time adjunct, etc.) and /or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation. 2) The criteria or minimum qualifications for each of the positions listed above. 3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California? Narrative

d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission. Narrative
e) Evidence of K-12 partnerships for the purposes of providing fieldwork. Narrative
f) Information about facilities and/or digital learning platforms. Narrative
g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s). Narrative UCM EXT Teach-Out Plan for CTC Approved Educator Preparation Program(s) UCM EXT Teach-Out Sample Letter of Agreement

[Appendix](#)

Draft Enrollment Agreement
Draft UCM EXT Faculty and Staff Handbook
Draft UCM EXT Student Resources and Policy Handbook
Equal Employment Opportunity and Affirmative Action Statement
Merced City School District Letter of Support
Nondiscrimination Statement (online)
Sample Instructor Contract
UCM EXT Syllabus Template
UCM EXT Organizational Chart
UCM Senior Leadership Organizational Chart
UCM VCSA Organizational Chart
UCM EXT Teach-Out Plan for CTC Approved Educator Preparation Program(s)
UCM EXT Teach-Out Sample Letter of Agreement
UCM WASC Accreditation Letter
UCM Audited Financial Statements 2015/2016 (online)
UCM EXT Proposed Budget

<u>Veracity letter will be provided before the Dec. 7, 2017 Meeting</u>
<u>UCM Photo/Video/Audio Recording Release</u>
<u>Waiver of Liability, Assumption of Risk, and Indemnity Agreement</u>
<u>Classification of Courses</u>
<u>Emergency Telephone Numbers for Instructors</u>
<u>UC Merced Incident Report Form</u>

Criterion 1: Responsibility and Authority

Institutions seeking Initial Institutional Approval must:

- a) Identify the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the entity including educator preparation programs offered by extension divisions.
 - b) Identify the individual who will coordinate each educator preparation program sponsored by the entity. Provide a description of the reporting relationship between this person(s) and (a) above. If a reporting relationship is indirect, describe the levels of authority and responsibility for each educator preparation program.
 - c) Provide an organizational chart for the institution as well as the division(s) within the institution responsible for the oversight of educator preparation programs; include any parent organization, outside organization(s), or partner(s) who will be involved in the oversight of the educator preparation unit and/or responsible for program delivery.
 - d) Provide policies to ensure that duties regarding credential recommendations are not delegated to persons other than employees of the Commission approved institution.
 - e) Provide assurance that individuals identified as responsible for credential recommendations will participate in Commission training related to the recommendation process.
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1a) UC Merced will be granted authority as the approved program sponsor, while UC Merced Extension (UCM EXT) will have responsibility for running the educator preparation programs. Jill Orcutt, the Dean of Extension (UCM EXT) and the Curriculum Advisory Board (CAB, explained in “1b” below), will provide ongoing oversight of the proposed UCM EXT Preliminary Credential Program. Therefore, both the Dean of Extension and the members of the CAB signed the Letter of Veracity (see Criterion 9).

1b) The Director of Education Programs will coordinate the UCM EXT Preliminary Credential Program. All academic courses, certificates, and programs are first reviewed and by the Director of Education Programs and Dean of Extension, then submitted to the Curriculum Advisory Board for review and approval. Final approval is then granted by the UC Merced Graduate Council. Per recommendation of the Curriculum Advisory Board (CAB), Graduate Council provides final approval on all curriculum (courses and how the courses combine into the teacher preparation program).

The Curriculum Advisory Board (CAB) is comprised of faculty from each of the three UCM Schools: Engineering, Natural Sciences, and Social Sciences, Humanities and Arts, the Director of CalTeach, an Educational Services Specialist from the Merced County Office of Education, and the UCM EXT Director of Education Programs. The CAB reviews all courses and how the courses combine into the teacher preparation program and submit their recommendation to the Graduate council for final approval.

The Director of Education Programs has authority, with approval of the Curriculum Advisory Board, Graduate Council, and the Dean of UCM EXT, to design the course scope and sequence, hire, support and evaluate faculty/instructors teaching in the program, coordinate student

teaching placements, and collaborate with supervising teachers (referred to in this document as cooperating teachers), school site administration and fieldwork supervisors to support the student teaching experience.

When the Preliminary Credential Program is approved, and grows sufficiently, a separate Director of Educator Preparation will be hired and report to the Director of Education Programs.

1c) Lines of Authority: The UC Merced Chancellor has ultimate authority and responsibility for UCM EXT, an academic unit of the University of California, Merced. The Dean of UCM EXT, Jill Orcutt, reports to Charles Nies, the Vice Chancellor of Student Affairs (VCSA) for UC Merced, who reports directly to Dorothy Leland, the Chancellor of the University of California, Merced. Organizational Charts for [UCM Senior Leadership](#), [UCM VCSA](#), and [UCM Extension](#) can be found in the in the Appendix and show the lines of authority, including the Curriculum Advisory Board's oversight of all Education academic courses, certificates, and programs.

1d) The Program Analyst for UCM EXT, Janelle Barnes, will be the CTC authorized designee responsible for all UCM EXT credential recommendations and will serve the UCM EXT Preliminary Credential Program and all future approved programs. She will be the designated Credential Analyst. As the program grows, UCM EXT will hire administrative support.

For educator preparation programs, only the Credential Analyst or other institutional authorized designees employed by the UCM EXT will have access to the California Commission on Teacher Credentialing recommendation system. Duties regarding credential recommendations will not be delegated to persons other than employees of UCM EXT. Please see the [Draft UCM EXT Faculty and Staff Handbook](#).

1e) UCM EXT assure that the individuals identified above will be fully responsible for all UCM EXT credential recommendations. These individuals will attend the annual CCAC conference and participate in all Commission trainings and technical assistance webinars related to the recommendation process.

UCM EXT, as academic units of the University of California, Merced (UCM), have the following licensing and accreditation designations:

- Regional Accreditation: UCM is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100, Alameda, CA 94501.

*See [Draft UCM EXT Faculty and Staff Handbook](#)

*See [UCM Senior Leadership](#), [VCSA](#), and [Extension](#) Organizational Charts

Criterion 2: Lawful Practices

To be granted Initial Institutional accreditation, a program of professional preparation must be proposed and operated by an entity that makes all personnel decisions without unlawful discrimination. The entity must provide written policy as verification that decisions regarding the admission, retention or graduation of students, and all personnel decisions regarding the employment, retention or promotion of employees are made without unlawful discrimination.

UCM EXT makes acceptance, admissions, and personnel decisions without considering race, color, creed, national origin, gender, pregnancy, sexual orientation or preference, marital status, sex, religion, age, military service or any other constitutionally or legally prohibited consideration protected by law. These decisions include the admission, retention and graduation of students, and decisions regarding the employment, retention or promotion of employees. All admission actions will be administered in a nondiscriminatory manner.

The UC Merced [Nondiscrimination](#) statement on the UCM website reads as follows:

The University of California, in accordance with applicable federal and state laws and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access and treatment in University programs and activities.

Inquiries regarding the University's student related nondiscrimination policies may be directed to Student Conduct staff in the Office of Student Life.

The UC Merced [Equal Employment Opportunity and Affirmative Action](#) statement on the UCM website reads as follows:

UC Merced is committed to Equal Employment Opportunity and Affirmative Action and compliance with all laws and regulations pertaining to both.

Our policy is to provide employment, training, compensation and other conditions or opportunities associated with employment without regard to race, color, religion, marital status, national origin, citizenship, ancestry, sex, sexual orientation, gender identity, medical condition (cancer-related or genetic characteristics), pregnancy, age (over 40), genetic information (including family medical history), disability status, veteran status or any other basis protected by law.

UC Merced hires, assigns work, promotes, compensates and retains employees only on the basis of their qualifications, performance, and our business needs.

These policies are also on the UCM EXT website and described in detail in both the [Draft Student Resources and Policies Handbook*](#) and [Draft UCM EXT Faculty and Staff Handbook](#). The handbooks are shared electronically with all new/returning students, faculty and staff on an annual basis.

**Throughout the Student Resources and Policy Handbook, the term student refers to candidates.*

Criterion 3: Commission Assurances and Compliance

To be granted Initial Institutional Approval, the initial program proposal must include the following assurances:

- a) That there will be compliance with all preconditions required for the initial program(s) the institution would like to propose (General and program specific preconditions for proposed programs must accompany this document)
 - b) Provide assurance that all required reports to the Commission including but not limited to data reports and accreditation documents, will be submitted by the Commission approved entity for all educator preparation programs offered including extension divisions.
 - c) That the sponsor will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member.
 - d) That the sponsor will participate fully in the Commission's accreditation system and adhere to submission timelines.
 - e) That once a candidate is accepted and enrolled in the educator preparation program, the sponsor must offer the approved program, meeting the adopted standards, until the candidate: (i) completes the program; (ii) withdraws from the program; (iii) is dropped from the program; or (iv) is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.
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3a) The UCM EXT Preliminary Credential Program, under the oversight of the Curriculum Advisory Board and Extension Dean, fully assures that the institution will comply with all preconditions (general and program specific) and applicable standards that meet the Standards for Educator Preparation and Standards for Educator Competence adopted by the Commission.

3b) UCM EXT agrees to fully participate in all aspects of the Commission's accreditation system and submit all necessary reports and data during the seven-year cycle.

3c) UCM EXT and its affiliate partner schools, will cooperate in an evaluation of the program by an external team or a monitoring of the program by Commission staff periodically across the seven-year cycle beginning from the initial enrollment of candidates in the program.

3d) UCM EXT agrees to fully participate in all aspects of the Commission's accreditation system and adhere to submission timelines of reports and data during the seven-year cycle.

3e) The Teach-Out Plan for the UCM EXT Preliminary Credential Program describes the sequence of support for enrolled candidates with remaining program requirements. An integral piece will be to present completion options through established Teach-Out partnerships. UCM EXT has identified University of California, Riverside as a potential teach-out partner. Initial conversations have been productive, resulting in the development of a Sample Letter of Agreement.

See [UCM EXT Teach-Out Plan for CTC Approved Educator Preparation Program\(s\)](#)

See [UCM EXT Sample Letter of Agreement](#)

Criterion 4: Requests for Data

An institution seeking Initial Institutional Approval must identify a qualified officer responsible for reporting and responding to all requests from the Commission within the specified timeframes for data including, but not limited to:

- a) program enrollments
- b) program completers
- c) examination results
- d) state and federal reporting
- e) candidate competence
- f) organizational effectiveness data
- g) other data as indicated by the Commission.

The Program Director, Lynn Reimer, serves as the main contact responsible for all CTC requests for reporting. The Program Director is supported by the following: (a) UCM EXT Credential Analyst, Janelle Barnes; (b) UCM EXT Student Services Coordinator, Veronica Kemp; (c) UCM EXT Registration Services Manager, Helen-Hays Thomas; and the Curriculum Advisory Board. These individuals will generate and respond to all requests from the Commission for data including, but not limited to: (a) program enrollments, (b) program completers, (c) examination results, (d) state and federal reporting within the time limits specified, (e) candidate competence, (f) organizational effectiveness data, and (g) other data as indicated by the Commission.

Criterion 5: Grievance Process

To be granted Initial Institutional Approval, the sponsor must

- a) Provide a clearly delineated grievance process for candidates and applicants.
- b) Demonstrate that information pertaining to the grievance process is accessible to all candidates and applicants.
- c) Provide documentation that candidates have been informed of the grievance process and that the process has been followed.

UCM EXT provides candidates and applicants with a clearly delineated nondiscriminatory grievance policy and maintains this policy and process within the [Draft Student Resources and Policies Handbook*](#) and [UCM EXT website](#).

5a) The UCM EXT has a documented [Student Grievance Policy](#) for all students taking courses and a specific process for candidates and applicants of the proposed teacher preparation program.

5b) The Student Grievance Policy is accessible to all candidates and applicants in the [Draft Student Resources and Policies Handbook*](#), which will be available online on the UCM EXT Program Website once the program is approved.

5c) During the enrollment process, candidates will be apprised of all policies within the [Draft Student Resources and Policies Handbook*](#) and must sign and return the UCM EXT [Enrollment Agreement](#). Within the Enrollment Agreement, candidates will initial that they have been apprised of terms, agreements and policies, including the UCM EXT Grievance Policy. The signed Enrollment Agreement will be collected and filed in their student record prior to the start of the program.

See [Student Grievance Policy](#)

See [Draft Enrollment Agreement](#)

See [Draft Student Resources and Policies Handbook*](#)

**Throughout the Student Resources and Policies Handbook, the term student refers to candidates.*

Criterion 6: Communication and Information

To be granted Initial Institutional Approval, the sponsor must provide a plan for communicating and informing the public about the institution and the educator preparation programs. The plan must demonstrate that:

- a) The institution will create and maintain a website that includes information about the institution and all approved educator preparation programs. The website must be easily accessible to the public and must not require login information (access codes/password) in order to obtain basic information about the institution's programs and requirements as listed in (b).
 - b) The institution will make public information about its mission, governance and administration, admission procedures, and information about all Commission approved educator preparation programs.
 - c) Information will be made available through various means of communication including but not limited to website, institutional catalog, and admission material.
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6a) UCM EXT maintains a public website (extension.ucmerced.edu), free of login or passwords, that hosts program information and requirements related to its approved educator preparation programs. UCM EXT is restructuring its website and will post the proposed program information, pending CTC approval. For CTC reference, UCM EXT has configured program information into a "draft" unpublished program page.

6b) Upon receiving program approval, all information regarding the proposed educator preparation program will be made public on the UCM EXT Program website. As UCM EXT restructures its website, the new layout will outline the approved educator preparation program including, but not limited to: mission, governance, administration, admission procedures, policies, and coursework. The Director of Education Programs, with the support of the Director of Outreach and Marketing, will ensure that all necessary information is publicly available through the UCM EXT website.

Upon receiving program approval, links to the teacher preparation program website will be added to appropriate university website pages where the public would seek out information on teacher preparation at UC Merced. One such site is the [Cal Teach website](#) in the School of Natural Sciences, as this program offers a Natural Sciences Education (NSED) minor and graduates of this program would potentially matriculate into the UCM EXT Teacher Preparation Program.

In addition to the website, the [Draft Student Resources and Policies Handbook*](#) outlines the program's mission and goals, requirements, and opportunities for professional development. It provides information about legal requirements for teacher certification, standards and deadlines for making satisfactory progress in the program, and requirements for program completion.

The student handbook includes information about program coordination, advising, assessment, course/syllabus access through Canvas (Learning Management System), role of the cooperating teacher, and details regarding the UCM EXT Program Director, program faculty, and staff. The handbook, made public on the website, will also be distributed and reviewed with all candidates

at Orientation. Candidates will receive information regarding attendance requirements, course and program expectations, the annual schedule of courses, credential processing procedures, and record-keeping.

6c) In addition to the website, catalog and admission material, information regarding the UCM EXT proposed program will also be made available in the following ways: UCM EXT information sessions (online and in-person); videochat through Google Hangout, Skype or ZOOM; phone; and email notifications.

See [Draft Student Resources and Policies Handbook*](#)

**Throughout the Student Resources and Policies Handbook, the term student refers to candidates.*

Criterion 7: Student Records Management, Access, and Security

To be granted Initial Institutional Approval, the sponsor must demonstrate that it will maintain and retain student records. Institutions seeking Initial Institutional Approval will provide verification that:

- a) Candidates will have access to and be provided with transcripts and/or other documents for the purpose of verifying academic units and program completion.
 - b) All candidate records will be maintained at the main institutional site or central location (paper or digital copies).
 - c) Records will be kept securely in locked cabinets or on a secure server located in a room not accessible by the public.
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7a) Candidates enrolled in the UCM EXT proposed program will be given a program outline including required coursework, fieldwork, and total units required for program completion. UCM EXT will utilize the Canvas Learning Management System to post coursework, syllabi, and assignments while managing student progress, grading, and attendance. Candidates will log in and access unofficial course grade summaries through Canvas. UCM EXT uses Higher Reach/Jenzabar as our FERPA compliant Student Information System (SIS). Official transcripts will be provided to candidates upon successful completion of coursework and fieldwork requirements. Candidates will be able to contact the Registrar at any time to track completion of program units, obtain enrollment certification or transcripts or view their student record. Students can access this information online at any time.

7b) All candidate records (paper and digital) will be securely housed within one central location at the main UCM EXT site and maintained by the program office.

7c) UCM EXT Preliminary Credential Program will maintain candidate paper files/records in a locked filing cabinet within a secure program office requiring a UCM EXT identification card for access. Candidate digital files/records will be maintained in two cloud-based systems: (1) Salesforce (e.g., admissions), with access restricted to the Associate Vice Chancellor of Information Technology and the Information Technology Chief Information Officer; and (2) Higher Reach/Jenzabar (e.g., candidates' grades), with access restricted to the Director for Course Design and Development at the University of California's Office of the President (UCOP; see [FERPA – Confidentiality and Student Rights](#) and [FERPA Information for Faculty and Staff](#)).

See [Draft Student Resources and Policies Handbook*](#)

See [Draft UCM EXT Faculty and Staff Handbook](#)

**Throughout the Student Resources and Policies Handbook, the term student refers to candidates.*

Criterion 8: Disclosure

Institutions must disclose:

- a) Information regarding the proposed delivery model (online, in person, hybrid, etc.)
 - b) All locations of the proposed educator preparation programs including satellite campuses.
 - c) Any outside organizations (those individuals not formally employed by the institution seeking Initial Institutional Approval) that will be providing any direct educational services as all or part of the proposed programs.
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8a) UCM EXT candidates will progress through required coursework in a cohort-based model with weekly meetings and ongoing support from their cooperating teacher. Instruction will be a mix of in-person (synchronous) and online. Courses will be offered as six-week intensives in the early evening to accommodate candidates who are teaching and/or working and as semester-long courses, also offered during the early evening.

8b) In-person classes will be held at the UC Merced main campus, the UC Merced Downtown Campus Center, the Merced County Office of Education, the Tri-College Center, and the UC Merced Fresno Center. All sites maintain wireless internet access, meeting/study spaces, a common area, a copy center, a small kitchen, and parking sufficient for UCM EXT staff, faculty, and candidates. Classroom locations will be selected to facilitate hands-on, project-based teaching and learning. All classroom facilities are accessible and meet ADA standards. UCM EXT proposes using schools within Merced City Elementary School District as clinical sites for its educator preparation program student teaching placements. This district is comprised of 14 elementary and 4 middle schools with a diverse student population from urban and rural locations (see the [Letter of Support from Merced City School District](#)). UCM EXT is committed to offering a broad spectrum of opportunities for candidates to observe and reflect on diverse educational settings. Consequently, UCM EXT is currently seeking partnerships with the following districts in Merced County to support fieldwork experiences (UCM EXT will additionally seek partnerships with districts outside of Merced County, as needed, to support candidates):

- Atwater Elementary School District
- Ballico-Cressey Elementary School District
- Delhi Unified School District
- Dos Palos-Ora Loma Joint Unified School District
- El Nido Elementary School District
- Gustine Unified School District
- Hillmar Unified School District
- Le Grand Union School District
- Livingston Union Elementary School District
- Los Banos Unified School District
- McSwain Union Elementary School District
- Merced City Elementary School District
- Merced River Union Elementary School District
- Plainsburg Union Elementary School District

- Planada Elementary School District
- Snelling-Merced Falls Elementary School District
- Weaver Union School District
- Winton Elementary School District

8c) During student teaching/fieldwork placement, the UCM EXT program will partner with local schools to provide on-site educator professional development (PD) to UCM EXT credential candidates. Candidates will attend faculty meetings and afternoon professional development workshops at their student teaching placement site. UCM EXT maintains a collaborative partnership with Merced County Office of Education, which will provide faculty and program support when coursework relates to the Individuals with Disabilities Education Act (IDEA) and Individual Education Plan (IEP) laws and procedures.

[*See Letter of Support from Merced City School District \(MCSD\).](#)

Criterion 9: Veracity in all Claims and Documentation Submitted

To be granted Initial Institutional Approval, the institutional leadership (Dean or Superintendent) must positively affirm the veracity of all statements and documentation submitted to the Commission. Evidence of a lack of veracity is cause for denial of initial institutional accreditation.

UCM EXT is wholly committed to supporting educator preparation programs known for clinical and instructional excellence. The UCM EXT practitioner and instructional team approached the design and development of the UCM EXT Educator Preparation Program as a collaborative exercise. The UCM EXT mission, vision, program and course learning outcomes, fieldwork, content, and instructional format reflect input from a purpose-recruited Curriculum Advisory Board and the UC Merced Graduate Council.

Please see attached letter of support from Jill Orcutt, Associate Vice Chancellor for Enrollment Management and Dean of University Extension and Summer Session at UC Merced. The letter affirms the veracity of all statements and documentation in this proposal.

See [Veracity Letter from Jill Orcutt](#)

Criterion 10: Mission and Vision

To be granted initial institutional accreditation, an institution must:

- a) Provide its mission and vision related to educator preparation.
 - b) Confirm that the mission and vision will be published on the website and in institutional documents provided to candidates.
 - c) Information about how the mission and vision for educator preparation reflects the institution's commitment to California's adopted state standards and frameworks for TK-12 students.
 - d) Information that demonstrates the institution's commitment to preparing candidates to work effectively with the full range of California TK-12 students.
 - e) Statement that includes which educator preparation program(s) the institution will seek to offer.
 - f) Information about the institution's philosophical and/or theoretical framework or approach underlying the design of educator preparation.
 - g) If applicable, provide a description of the ways in which the proposed program for California would be similar or different from programs operated in another state.
 - h) Any other relevant information the institution believes will allow the Commission to better understand the institution and its programs.
-

10a) The proposed UCM EXT program would offer candidates a Preliminary Multiple Subjects or Single Subject Teaching Credential. The program fully integrates content areas rather than teaching these in isolation. Integrated content is designed to accommodate the California Common Core State Standards (CCSS) for Mathematics and English Language Arts and Literacy in History/Social Science, Science, and Technical Subjects and the Next Generation Science Standards (NGSS), to provide the Central Valley of California with well-prepared educators for grades TK-12. All coursework will include technology and developmentally appropriate strategies for supporting English language learners and students with disabilities within inclusive classrooms. By partnering with local school districts, candidates will experience a range of strategies and contexts for teaching and learning. The program facilitates collaboration between candidates and veteran educators, as they work alongside students to build a theoretical and practical understanding of teaching and learning.

Mission

UCM EXT exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

Vision

UCM EXT aspires to be a recognized model for culturally responsive teacher preparation given to student empowerment. The proposed UCM EXT program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, UCM EXT:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of UCM EXT program courses and clinical placements.

2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

Institutional Learning Outcomes

UCM EXT mission and vision are embedded in Institutional Learning Outcomes (ILOs).

Teacher candidates graduating from the UCM EXT program will be able to:

Cultural Responsivity and Values (CRV): demonstrate awareness, sensitivity, and responsiveness to diversity in every domain of learning, understanding values as opportunity for respectful exchange, collaboration, and shared commitment to the greater good.

Content Knowledge (CK): master state standards in the arts, humanities, language, literature, mathematics, physical science, natural science, and applied science along with capacity to monitor and guide personal learning.

Communication and Information Literacy (CIL): effectively convey information, engage in respectful dialogue, and share ideas through oral and written discourse, cultivating inquiry inclusive of self, other, and community.

Professional Development (PD): deploy problem-solving skills capable of transforming classrooms, promoting justice, fostering collaborative leadership, and addressing community concerns with mature civic identity.

Program Goals

The goals of the UCM EXT teacher preparation program are to:

1. Help teachers develop a philosophy of education which uses theory to collaboratively guide practice, attending to the cultural and socio-emotional dimensions of teaching.
2. Support teachers in personalizing instruction and developing co-teaching models.
3. Prepare teachers to develop lesson plans and deliver effective cross-disciplinary content, deploying appropriate assessments, distinguishing between students of differing abilities, and applying learning-enhancing technologies to promote student potential and empowerment.
4. Support teachers in the practice of restorative justice and authentic care.
5. Prepare teachers to nurture and educate English language learners through an inclusive and positive class environment.
6. Help teachers develop critical and creative problem-solving for student empowerment across all academic subjects and content domains.

10b) UCM EXT program mission, vision, and supporting documentation will be published on the UCM EXT Program website once approved by the CTC. These documents will be complemented by course schedules, handbooks (i.e., student and faculty), and candidate resources.

10c) The UCM EXT program mission and vision are aligned with adopted standards and frameworks for TK-12 students in the State of California. The proposed program would prepare teachers at the highest level, supporting culturally responsive, inclusive, critically creative, and

rigorous education for all students. The proposed UCM EXT coursework is aligned with the Teaching Performance Expectations (TPEs) and standards adopted by the Commission. UCM EXT teacher candidates will be able to assess individual student learning relative to the standards. Candidates will demonstrate TPE competence through successful course completion, supervisor observations, a digital and/or physical portfolio, and quality Teaching Performance Assessments (TPAs).

10d) Culturally responsive instruction is a centerpiece for the proposed UCM EXT program. The UCM EXT context is the San Joaquin Valley of Central California, a remarkably diverse TK-12 learning community. Candidates will learn to teach from school placements in this context which includes a significant number of English language learners. Candidates will participate in fieldwork experiences that provide opportunity to work with various grade levels and students that are economically, ethnically, and academically diverse. Coursework and teacher candidate placements will emphasize project-based learning, student-centered pedagogies, culturally responsive curriculum, inclusive classrooms, equitable group work design and collaboration, interdisciplinary curriculum and personalized learning. Coursework and fieldwork are designed to foster teaching competencies, including developmentally appropriate strategies for supporting English language learners and students with disabilities.

10e) UCM EXT is seeking Initial Institutional Approval to offer the following educator preparation program: Preliminary Multiple Subjects and Single Subject Credential.

10f) The proposed UCM EXT program is driven by philosophical and theoretical commitments to scholarly research and best practices. UCM EXT candidates will present action research with academic and professional audiences, supporting the development of educational innovation with diverse TK-12 students. UCM EXT shares these commitments with the CalTeach program in the UC Merced School of Natural Sciences. UCM EXT and CalTeach are involved in an ongoing collaboration which includes a Natural Science Education Minor (NSED), Summer Institute Workshops for pre-service and in-service teachers, and a Curriculum Advisory Board comprised of UCM EXT leadership and faculty from the School of Natural Sciences, the School of Social Sciences, Humanities and the Arts, and the School of Engineering. Many UC Merced students in the NSED minor wish to be elementary school teachers. Pending CTC approval, UCM EXT and CalTeach will create a pathway for NSED students to transition into an educator preparation program. The UCM EXT coursework will accommodate existing NSED courses such as NSED 100: *Project Based Instruction: Assessment and Management for Beginning Teachers*.

UCM EXT commitment to scholarly research and best practices will be realized through three benchmarks:

1. **Theory and Practice**. UCM EXT action research will unify scholarship with phenomenological experience of education across diverse learning communities. UCM EXT faculty and teacher candidates will regularly apply scholarly findings, theories, and literature to the practice of integrative learning capable of catalyzing student potential and empowerment. Scholarly findings will be regularly disseminated at academic and professional conferences.

2. **Equity and Access.** UCM EXT emphasis on scholarship and best practices will invariably support equitable learning for all TK-12 California students. These philosophical and theoretical commitments assume that every learner is capable of achievement, developing to her or his maximum potential as citizen and member of the workforce.
3. **Public Service.** As a subsidiary of the University of California, UCM EXT implementation of scholarship and best practices is framed by service to immediate community, region, and people of California.

10g) UCM EXT is proposing an educator preparation program specific to standards for the State of California. UCM EXT has no further information to include with this section.

10h) The proposed UCM EXT program would incorporate clinical placements for teacher candidates reflecting the cultural, ethnic, and socioeconomic diversity of its San Joaquin Valley context. UCM EXT has already secured a clinical placement partnership with Merced City Elementary School District (see Criterion 8b). UCM EXT is currently in partnership discussion with the following districts:

- Atwater Elementary School District
- Ballico-Cressey Elementary School District
- Delhi Unified School District
- Dos Palos-Ora Loma Joint Unified School District
- El Nido Elementary School District
- Gustine Unified School District
- Hillmar Unified School District
- Le Grand Union School District
- Livingston Union Elementary School District
- Los Banos Unified School District
- McSwain Union Elementary School District
- Merced City Elementary School District
- Merced River Union Elementary School District
- Plainsburg Union Elementary School District
- Planada Elementary School District
- Snelling-Merced Falls Elementary School District
- Weaver Union School District
- Winton Elementary School District

Additional clinical placements may be pursued to include different regions, student populations, and school contexts (i.e., charter).

The need for well-prepared teachers in the Central Valley is acute and was just highlighted in the local news dated Monday, August 7, 2017:

<http://abc30.com/education/merced-county-schools-struggling-to-fill-teaching-positions/2284085/>

Merced County schools are having a hard time finding qualified teachers. Some students will return to substitutes rather than regular teachers at school.” And Assistant Superintendent Eva Chavez “says while the search is ongoing, they’ll start the year with a substitute teacher until they fill the positions...their schools are still in need of math, science, and special education teachers.

Another article recently affirmed for programs like the one we are proposing:

<http://www.edweek.org/ew/articles/2017/05/17/we-need-more-stem-teachers-higher-ed.html?qs=stem+teacher+preparation&print=1>

Undergraduates who major in math indicate the most interest in teaching (54 percent) and are most swayed by incentives, such as scholarships with a teaching commitment...

Providing an equitable and prosperous future for the young people of this country requires helping successful undergraduate and graduate majors become STEM teachers in critical STEM fields.

And finally, from a recently published research article:

64 percent [of teachers] taught at least one course outside of their field in their first five years in the classroom, while 40 percent taught mostly or entirely out of field during that period...out-of-field teaching was more prevalent in rural and urban schools and in schools with high numbers of English-language learners.

Nixon, R. S., Luft, J. A., & Ross, R. J. (2017). Prevalence and predictors of out-of-field teaching in the first five years. *Journal of Research in Science Teaching*.

Criterion 11: History of Prior Experience and Effectiveness in Educator Preparation

Institutions seeking Initial Institutional Approval must have sponsored an educator preparation program leading to licensure, or participated as a partner in any educator preparation programs and/or programs focused on K-12 public education and provide history related to that experience. CTC staff reserve the right to conduct Google/Nexus searches regarding the institution, governing board and administration. Institutions must submit:

- a) History related to its prior experience preparing, training and supporting educators within California or in other states.
- b) A list of all states and/or countries in which the institution is currently operating and the status of the institution's approval in each of those locations.
- c) If applicable, a copy of the most recent approval document (state approval, accreditation and, if applicable, letter or report from regional accrediting body, if applicable, indicating accreditation status.
- d) For institutions currently operating educator preparation programs in another state, data- from the most recent 5 years indicating number of candidates enrolled in the institution's programs and number who have completed program (taking into account the length of time of the program design).
- e) If offering educator preparation program in other state, any information available on placement rates for candidates in the schools.
- f) Evidence that the entity has fostered positive working relationships with educational partners in establishing its programs in California to meet local educational needs.
- g) Evidence that candidates have been satisfied with the educator preparation programs offered by the entity and the services they received by the institution.

Retention and completion data in educator preparation programs or other programs when educator preparation data are not available, and proof of third party notification enlisting comments to be sent to: Input@ctc.ca.gov.

11a) Whereas UCM EXT was founded in July 2016, UC Merced has served San Joaquin Valley educators for nearly two decades. The UC Merced Writing Project was established in 2000, providing professional development for educators and programs for TK-12 students. In 2009 UC Merced began hosting an annual Educator Reception to celebrate TK-12 in the San Joaquin Valley. That same year, the CalTeach/Science and Math Initiative graduated its first students with a minor in Natural Sciences Education. In 2012, the UC Merced School of Natural Sciences entered into a partnership with Fresno Pacific University known as the Central Valley Teacher Prep Partnership (CVTPP). In 2013, the newly established UC Merced STEM Resource Center began working with campus organizations and community to offer educational opportunities for TK-12 students and certificated teachers. This work involved collaboration with the UC Merced Center for Educational Partnerships in Fresno. In summer of 2016, the Science and Technology Enrichment Program (STEP) for high school teachers and students was launched. Most recently, UC Merced piloted a STEM summer camp for middle and high school students including the Merced Nanomaterials Center for Energy and Sensing (MACES). In order to expand UC Merced educational initiatives, UCM EXT Education Programs was established in August, 2016.

The aforesaid programs are detailed below. All serve the San Joaquin Valley region of Central

California, one of the fastest growing and most diverse population cohorts in the state. Bucking the national trend for rural population decline, the San Joaquin Valley has grown more than 125% over the past 25 years, currently representing 10% of California residents. Growth is projected to continue at double the statewide average. With more than 40% of the population identifying as Hispanic or Latino/a, the San Joaquin Valley differs from other California regions in that one-third of its residents are below the age of 18. By comparison, only 15% of San Francisco Bay Area residents are under 18. San Joaquin Valley counties are anticipating an annual TK-12 enrollment growth rate of 9% between AY 2011-2012 and AY 2021-2022. While the San Joaquin Valley population is growing, its economic prosperity indicators remain the lowest in California. The population percentage without a high school diploma is more than 30%, double the national average of 14.7%. At the same time, San Joaquin Valley schools are experiencing a severe teacher shortage, particularly in STEM fields, with disproportionately negative consequences for low-income and minority TK-12 students.

UC Merced Writing Project

The UC Merced Writing Project (UCMWP; writingproject.ucmerced.edu) was established in September 2000 as one of 17 California writing project sites modeled after the Bay Area Writing Project at UC Berkeley. While Merced county is the assigned region for UCMWP, the programs have attracted significant participation from neighboring Madera and Stanislaus counties. All Merced County schools have been positively impacted by UCMWP. Schools from several key districts are heavily involved. These include Merced City, Atwater Elementary, Livingston Elementary, Winton, Delhi Unified, Hilmar Unified, and Merced Union High School District. More than 250 UCMWP Teacher-Leaders completed a 4-week fellowship training program known as the **Invitational Summer Institute (ISI)**. Over 600 high school, middle school, and elementary school teachers have participated in schoolwide and countywide workshops led by Teacher-Leader graduates from ISI.

The UC Merced Writing Project (UCMWP) held its first Invitational Summer Institute in 2001. The ISI program leadership is committed to identifying, developing, and empowering Teacher-Leaders. Institute graduates are equipped to provide staff development through school partnerships and contracted in-service workshops, disseminating content knowledge emphasizing strong writing and communication. Teacher-Leaders additionally provide summer college essay courses. Through inquiry, action research, and development of effective teaching practices, teachers come to better understand how students learn and develop new capacity to improve student writing. More details on ISI can be found on the UCMWP website, including impacts on the San Joaquin Valley TK-12 community.

In addition to ISI, UCMWP offers the summer **Bobcat Young Writers Academy** on the UC Merced campus for students entering grades 1-8. Each grade covers different themes over two week sessions which meet daily for three hours. Local teachers and UC Merced undergraduates provide writing mentoring and support, along with opportunity to become familiar with the university environment. UCMWP partners with Merced County Office of Education Migrant Education Program (MEP) for a specialized summer writing academy. Over 1000 students have participated in UCMWP summer programs. This number does not include students who have passed through the classrooms of ISI Teacher-Leaders over the past 17 years.

Contact: Pauline Sahakian, EdD; UCMWP, UC Merced, psahakian@ucmerced.edu.

Educators Reception

The UC Merced Office of Development and Alumni Relations recently held its 8th annual Educators Reception, inviting TK-12 staff, faculty, and administrators from across the San Joaquin Valley. The Educators Reception celebrates teachers for the inspiration and support they provide to local students, with a focus on collaboration and support opportunities at UC Merced. Over appetizers, educators have opportunity to network and learn about current outreach programs run by UC Merced student organizations (e.g., visiting 8th grade classes to mentor students in college and career options).

Contact: Chris Luna, Special Events Manager, Office of Development and Alumni Relations, UC Merced, cluna@ucmerced.edu.

CalTeach/Science and Math Initiative

As a component of the system wide University of California Science and Math Initiative (SMI), the CalTeach program at UC Merced addresses the need for proficient Science, Technology, Engineering, and Mathematics (STEM) TK-12 teachers. The program recruits and prepares mathematics and science majors for future teaching careers by providing coursework and field experiences in TK-12 schools while concurrently completing the undergraduate degree.

UC Merced CalTeach (calteach.ucmerced.edu) draws from a considerable fund of knowledge at CalTeach programs on other UC campuses. UC Merced CalTeach is involved in regular meetings, conference calls, and joint proposals with other UC CalTeach programs. UC Merced is a beneficiary of this collective experience. A key partnership from this network is a joint teacher credential program involving UC Merced CalTeach with UC Berkeley. The Natural Science Education Minor with teaching credential (NSEC) is a program that enables UC Merced students to graduate with a STEM bachelor's degree from UC Merced and a teaching credential from UC Berkeley. The majority of program courses and student teaching are completed at UC Merced. Students benefit from a semester of coursework and fieldwork completed in residence at UC Berkeley.

As of spring 2017, 85 students have graduated with a Natural Science Education minor (NSED) per Table 1 below. Approximately half of these students are from the San Joaquin Valley. Table 2 separates students by major (data for spring 2017 are not yet available). Of 75 students documented in Table 2, 37 did not qualify for the UC Berkeley joint credential. These students will need to enroll in another institution. Of the remaining 38 students, two have successfully completed a credential through the partnership with UC Berkeley. Both of these individuals teach in Merced County. By 2012 it was evident that a semester at Berkeley was a serious financial hurdle for UC Merced undergraduates coming from underserved San Joaquin Valley towns and cities. For this reason, the UC Merced School of Natural Sciences entered into a **Central Valley Teacher Prep Partnership (CVTPP)** with Fresno Pacific University (FPU). Students completing the UC Merced NSED minor with a GPA of 3.0 or better receive

guaranteed admission to the FPU Masters of Arts in Teaching (MAT) + teaching credential program. As of Spring 2017, ten students (5 from the Merced region) have enrolled and/or completed a Preliminary Single Subject or Preliminary Multiple Subjects Teaching Credential at FPU.

The need for an additional, more affordable Preliminary Multiple Subjects Teaching Credential pathway at UC Merced was recently detailed in a comprehensive program review conducted by Professor George Johnson from UC Berkeley and Professor Colleen Torgerson from CSU Fresno:

The review team learned that the NSED program is working to develop a third partnership to provide a more seamless way for non-STEM majors to pursue a multiple subject credential after completing the minor at UC Merced. The program is encouraged to continue this potentially important effort. UC Merced states as a core mission that a *UC education be within the reach of eligible Californians in the San Joaquin Valley*. There is no better way to influence those future students than through the work by the students and faculty in the NSED minor. The program connects theory to practice and provides opportunities for active participation in the diverse community...while it leverages resources through agreements with other programs. NSED benefits students and the broader society through both the direct work and by providing models to K-12 students that will afford a distinct improvement in the college-going culture in the schools (Johnson & Torgerson, 2016).

Table 3 provides data on UC Merced alumni who are enrolled and/or completed a credential program, whether they completed the NSED minor or not. 48 of the 76 documented alumni are from the San Joaquin Valley.

As part of their review, Professors Johnson and Torgerson interviewed students in the NSED minor and found:

Students in the program clearly articulated that the program bridges theory to practice, models high impact teaching practices, requires engagement and reflection, and they expressed that they see themselves as role models in the schools. [The students] were enthusiastic and clearly felt like [CalTeach] provides a home for them outside of their major...[and they] were similarly positive about the program staff, indicating that they were very responsive to their needs and could be counted on for advice. All were strong supporters of CalTeach, with some having been mentors since the beginning of the program. The mentors are interested in the growth of the students as teachers and model effective teaching practices aligned with the program's use of 5E lesson plans. Many help explain their own teaching practices and strategies to the students through metacognitive descriptions of their work. The mentor teachers appreciate that UC Merced students serve as college-going role models for their own students. They also find the field placements and interactions with the CalTeach staff an effective way to enhance engagement between the university and the community (Johnson & Torgerson, 2016).

UC Merced CalTeach began offering **CalTeach Summer Institute Workshops** in 2016 to provide professional development opportunities for local educators. In summer 2017, CalTeach offered 11 one and two-day workshops on the UC Merced campus. Participants included

elementary, middle and high school teachers from Merced and Fresno counties, and UC Merced undergraduates. Workshops were taught by UC Merced faculty and lecturers. This summer CalTeach collaborated with UC Merced faculty and graduate students to pilot a new **Bobcat Summer STEM Academy** for middle and high school students in Merced, including 6 one and two-week courses in robotics, computer programming, 3D design and prototyping, and biology/biomedicine.

Contact: Mayya Tokman, PhD; Faculty Director for CalTeach/SMI, School of Natural Sciences, UC Merced, mtokman@ucmerced.edu.

Contact: Chelsea Arnold, PhD; Director for CalTeach/SMI, School of Natural Sciences, UC Merced, carnold4@ucmerced.edu.

Table 1: Number of NSED Minors (Fall 2008 – Spring 2017)

Term Graduated	#NSED Minors
AY 2008-2009	2
AY 2009-2010	5
AY 2010-2011	4
AY 2011-2012	15
AY 2012-2013	10
AY 2013-2014	14
AY 2014-2015	10
AY 2015-2016	9
AY 2016-2017	16
Total	85

Table 3: Number of Alumni Enrolled and/or Completed Credential Programs

Education Credential (FPU)	10
Unspecified Credential*	66
Total	76

Table 2: Majors of Alumni with NSED Minors (Fall 2008 – Fall 2016)

Majors Fall 2008-Fall 2016	# with NSED Minor
Bioengineering	1
Biological Sciences	20
Chemistry	2
Cognitive Science	5
Economics	2
English	1
Environmental Engineering	1
History	1
Literature & Cultures	1
Math	10
Mechanical Engineering	1
Management	5
Physics	2
Psychology	22
Total	75

Note: *Students in the unspecified credential program are identified as being in a credential program but not specifically an education credential. The majority of students with this

designation are at a CSU. Thus, it is reasonable to assume they are in a teacher credential program.

STEM Resource Center

The UC Merced STEM Resource Center partners with the educational community through a variety of programs serving TK-12 students and teachers. Four outreach programs are described below.

The **Young Engineer and Scientist (YES) Academy** was established in 2014 as an initiative between the UC Merced Fresno Center and the STEM Resource Center. The goal of YES Academy is to endorse STEM education by connecting UC Merced with local schools. Through demonstrations and hands-on activities, UC Merced undergraduates and staff provide academic enrichment and STEM learning opportunities for TK-8 students in the San Joaquin Valley. Educational activities are made available regardless of student socioeconomic status and academic background. Recognizing the need for females and underrepresented groups in STEM professions, a concerted effort is made to reach out to these students.

The YES team receives a warm welcome in local school sites. Involved students have much enjoyed working side-by-side with UC Merced undergraduates. Survey results along with repeat invitations to visit again demonstrate the success of these events. YES activities have been running for three years at elementary schools in Merced, Madera, Fresno, and Los Banos. Numerical participation data are as follows: second grade = 20; fourth grade = 40; fifth grade = 240; sixth grade = 360. These activities have been covered by local media.

For academic year 2014-15, the UC Merced American Institute of Aeronautics and Astronautics (AIAA) and Society of Women Engineers (SWE) student chapters led YES Academy visits for second and fifth-grade students at Riverview Elementary School (Fresno). The AIAA student chapter organized a visit for fifth-grade students at Howard Elementary School (Madera). In academic year 2015-16, UC Merced undergraduates led by AIAA the Society of Hispanic Engineers (SHPE) visited fourth-graders at Sheehy Elementary (Merced), sixth-graders at Yokomi School (Fresno), fifth-graders at Howard (Madera). UC Merced Chancellor Dorothy Leland visited the Sheehy YES event and was invited by fourth-graders to participate in their ongoing STEM activities. In academic year 2016-17 AIAA and SHPE convened YES Academy visits for sixth-graders at Peterson Elementary (Merced), sixth-graders at Lorena Falasco School (Los Banos), along with second-graders at Howard (Madera).

Contact: Petia Gueorguieva, PhD; Director for STEM Resource Center, UC Merced, pgueorguieva@ucmerced.edu.

Contact: Brandy Ramos Nikaido; Director, UC Merced Fresno Center, bnikaido@ucmerced.edu.

The **GirlCode Workshop Series** was piloted in 2016 at UC Merced. GirlCode is a coding and web design workshop for 7-12 grade female students and taught by Dr. Angelo Kyrilov from the UC Merced School of Engineering. Participants have benefitted from experimental learning and

mentoring by UC Merced faculty, staff and undergraduates. Participants develop leadership and team building experience through a lunch social hour and speaker series. The workshop is the only event of its kind in Merced area. Attendance is strong. In July 2016, eighteen female students participated and learned the basics of web-design coding using HTML and Java Script. Eight participants returned in November for coding lessons using SQL. In July 2017, sixteen students participated. The curriculum included HTML, Java Script, CSS, and SQL. Participants were from local schools, including El Capitan High School (Merced), Merced High School (Merced); Buhach Colony High School (Merced), Atwater High School (Atwater), Edison High School (Fresno), Pitman High School (Turlock), McSwain Middle School (Merced), and Rivera Middle School (Merced). Outreach partners included Oracle Academy, the UC Merced STEM Resource Center, the Resource Center for Community Engaged Scholarships (ReCCES), and the UC Merced Development and Alumni Relations office.

Contact: Petia Gueorguieva, PhD; Director for STEM Resource Center, UC Merced, pgueorguieva@ucmerced.edu.

Contact: Angelo Kyrilov, PhD; Computer Science, UC Merced, akyrilov@ucmerced.edu.

The UC Merced student chapter of the Society of Women Engineers (SWE) organized the annual **Expending Your Horizons (EYH) Conference** bringing 6-12th grade female students to campus for a day of STEM activities and interaction with female STEM role models. The conference goal is to motivate girls to become innovative and creative thinkers as participants in STEM fields. SWE held its first EYH conference in 2014 with 120 students in attendance. An average of 130 students have attended the conference each subsequent year.

Contact: Petia Gueorguieva, PhD; Director for STEM Resource Center, UC Merced, pgueorguieva@ucmerced.edu.

The **Students Who Experience Engineering and Technology (SWEET) Academy Lab Day** is an annual summer event which launched in summer 2015. The collaboration involved the Merced County Office of Education (MCOE), the Biology Engineering Agriculture Technology (BEAT; a nonprofit founded by UC Merced alumni), and the STEM Resource Center to bring more than 300 elementary and middle school students to UC Merced for a day of STEM Activities. UC Merced undergraduates present workshops related to biology, chemistry and medicine with the purpose of introducing kids to the scientific method and related fields or careers.

Contact: Petia Gueorguieva, PhD; Director for STEM Resource Center, UC Merced, pgueorguieva@ucmerced.edu.

Contact: Rosanna Ayers; Educational Services Coordinator for Science/STEM, Merced County Office of Education, rayers@mcoe.org.

Contact: Michael Urner; Founder of BEAT (Biology, Engineering, Agriculture, and Technology), Michael@learnbeat.org.

Science and Technology Enrichment Program (STEP)

Established in 2016 as a subsidiary of the Center for Cellular and Biomolecular Machines (CCBM; ccbmu.ucmerced.edu), the **Science and Technology Enrichment Program (STEP)** is a two-week outreach program on the UC Merced campus providing STEM high school teachers and students an opportunity to participate in research. Teachers and students participate in faculty-led learning and experiments in biophysics, biochemistry and bioengineering. Tours of research labs are conducted by resident faculty. Teachers benefit from curriculum discussions involving the implementation of Next Generation Science Standards. During 2017, one Merced high school teacher (El Capitan High School) and five high school students completed STEP.

Contact: Carrie Kouadio, NSF-CREST CCBM Executive Director, UC Merced, ckouadio@ucmerced.edu

Merced Nanomaterials Center for Energy and Sensing (MACES)

Professional development workshops for high school teachers are held at UC Merced as part of the MACES (maces.ucmerced.edu) program funded by the National Science Foundation. MACES workshops are offered to local STEM high school teachers. Participants benefit from UC Merced faculty-led experimental learning and hands-on research activities in the School of Natural Sciences and the School of Engineering. Teachers co-develop scientific discovery modules in accordance with Next Generation Science Standards, made specific to each classroom. The workshops provide learning experiences for graduate students who lead in module development and assist with implementation in the classrooms. In the summer of 2016, six high school teachers (the maximum number allowed per grant requirement) were involved from Buhach Colony, Golden Valley and Livingston high schools. During the 2016-17 school year, three scientific modules were implemented by MACES UC Merced graduate students at Buhach Colony HS (Fall 2016 and Spring 2017; 140 students); Golden Valley HS (Spring 2017; 22 students) and Livingston HS (Spring 2017; 30 students). MACES also facilitated **NASA trips for high school students**. This outreach initiative provided high school students with opportunity to visit NASA Ames Research Center, tour research facilities and participate in hands-on activities. Up to 50 high school students from Merced area participate in the activity held once per year, typically during spring semester.

Contact: Jennifer Lu, PhD; Center Director for MACES, UC Merced, jlu5@ucmerced.edu.

Contact: Petia Gueorguieva, PhD; Director for STEM Resource Center, UC Merced, pgueorguieva@ucmerced.edu.

11b) UCM EXT is an academic unit of UC Merced, which is a WASC Senior College and University Commission (WSCUC) accredited institution of higher education operating within the San Joaquin Valley of Central California (see letter in Appendix). The UC Merced campus is located in Merced County. Prior to the main campus opening, UC Merced established a center in Fresno County. University outreach programs will also include Madera and Stanislaus counties in the next year.

11c) In July 2015, UC Merced received accreditation from WASC Senior College and University Commission (WSCUC). In July 2016 UCM EXT was established. The UC Merced Office of the Chancellor affirms UCM EXT seeking Initial Institutional Approval (IIA) for a Preliminary Multiple Subjects Credential Program.

11d) UCM EXT does not operate an educator preparation program in another state.

11e) UCM EXT does not operate an educator preparation program in another state.

11f) UCM EXT has developed positive working relationships with many local educational partners including the Merced County Office of Education, Merced Union High School District, Merced City School District, other school districts in Merced, Madera and Fresno counties, non-formal educators in the region (e.g., CREEC), Merced College and Fresno Pacific University. Please refer to Section “11a” above for descriptions of these partnerships and affiliations.

11g) Please refer to Section “11a” above for descriptions of these positive working relationships, especially the “CalTeach/Science and Math Initiative” description, which includes institutional data and portions of the Natural Sciences Education Program Review conducted by Professor George Johnson, University of California, Berkeley and Professor Colleen Torgerson, California State University, Fresno (April 14, 2016).

Third Party Notification

In May 2017, UCM EXT publicly announced intent to seek CTC Initial Institutional Approval to offer a Preliminary Credential Program. Third Party Notification is posted at the bottom of the UCM EXT Education Programs page, inviting stakeholders to offer input to the CTC:

University of California, Merced Extension is seeking initial institutional approval by the California Commission on Teacher Credentialing. This approval would allow UC Merced's University Extension to sponsor educator preparation programs in California. Interested parties are invited to submit comments that may help to inform the Commission of substantive issues regarding this institution. Comments should be submitted to the Commission at input@ctc.ca.gov. Please note that comments should specify the party's relationship to the institution (i.e., graduate, present or former faculty member, employer of graduates, other - please specify). All identifying information will remain confidential.

It is also posted on a separate page on the UCM EXT website: [Third Party Notification](#)

[*See UCM WASC Letter](#)

Criterion 12: Capacity and Resources

To be granted Initial Institutional Approval, an institution must submit a Capacity and Resources plan providing evidence about how it will sustain the educator preparation program(s) through a 2-3 year provisional approval (if granted) at a minimum. An institution's Capacity and Resource plan must include:

- a) Copy of the most recent audited budget for the institution.
- b) A proposed operational budget for the educational unit.
- c) Information about instructional and support personnel for the educational unit. This information shall include, but not be limited to:
 - 1) The number and type of faculty (full-time faculty, part time adjunct, etc) and/or instructional personnel, including support providers and coaches if induction, who will be employed or used to provide services to candidates in the first 2-3 years of the program's operation.
 - 2) The criteria or minimum qualifications for each of the positions listed above.
 - 3) If the institution applying is an out of state institution, provide all relevant information about how the instructional services will be delivered to candidates. For instance, will faculty and instructional personnel remain located in the home state and provide services via technology to candidates in California?
- d) If the institution applying is an out of state institution, the institution must provide all relevant information as to which of the educational services would be located outside of California. For instance, if candidates must go through the out of state offices in order to get financial aid services, the institution should provide that information to the Commission.
- e) Evidence of TK-12 partnerships for the purposes of providing fieldwork.
- f) Information about facilities and/or digital learning platforms.
- g) A plan to teach out candidates if, for some reason, the institution is unable to continue providing educator preparation program(s).

12a) The following link provides the UC Merced Audited Financial Report for 2015-16 titled: [University of California 15/16 Annual Financial Report](#) hosted on the UC Merced Extension website. Pages 32-33, signed by PricewaterhouseCoopers (PwC), verify the audit.

12b) See the [UCM EXT Proposed Budget](#), which includes the Preliminary Multiple Subjects program. Within the proposed budget, training for faculty and staff is represented in budget line items of Instructional/Ops Expenses.

12c) UCM EXT Capacity and Resource Allocation Action (1-3)

UCM EXT will support the creation of a credentialing program and allocate sufficient resources to enable the programs to fulfill responsibilities to Preliminary credential candidates. UCM EXT will fund and allocate an appropriate credential staff to successfully support, administer and evaluate all programs. UCM EXT is operating only within California. All faculty and instructional personnel will remain in California.

UCM EXT Instructional and Support Personnel for Education Programs:

- Dean of Extension
- Director of Extension
- Director of Education Programs and Program Director

- Curriculum Advisory Board
- Director of Outreach and Marketing
- Program Analyst
- Student Services Coordinator
- Registration Services Manager
- Credential Analyst/Administrative Support (pending CTC approval)
- Director and Lead Practitioner Faculty/Instructor (pending CTC approval)
- Lead Practitioner Faculty/Instructors (pending CTC approval)
- Practitioner Faculty/Instructors and Fieldwork Supervisors (pending CTC approval)
- Cooperating Teachers (1:1 ratio pending CTC approval)

Type and Qualifications of the UCM EXT Academic Faculty/Instructors:

Program Director and Lead Practitioner Faculty/Instructor and Advisor Merced Area

Anticipated Hires: 1 (Full-Time)

Qualifications:

- Graduate degree or higher in education/administrative related field, terminal degree preferred
- TK-12 California clear credential and English Learner authorization or CLAD
- 8+ years of experience in teaching, leadership, or other clinical practice in K-12 settings, preferred
- Pedagogical expertise, strong content knowledge, and positive communication skills
- Knowledge of California Commission on Teacher Credentialing accreditation system, data/compliance reporting, and Educator Preparation Program Standards
- Knowledge of the California content standards and Teaching Performance Expectations
- Experience with adult learners preferred
- Appreciation and understanding of the cultural and linguistic diversity of students and the San Joaquin Valley community
- Knowledge of and respect for diverse family structures, community cultures, and cultural diversity

Lead Practitioner Faculty/Instructor and Advisors

Year 2 Anticipated: 1 for Fresno Area

Year 3 Anticipated: 1 for Modesto Area

Full-Time (may also serve as Fieldwork Supervisors)

Qualifications:

- Graduate degree or higher in education/administrative related field preferred
- TK-12 California clear credential and English Learner authorization or CLAD
- 8+ years of experience in teaching, leadership or other clinical practice in K-12 settings, preferred
- Pedagogical expertise, strong content knowledge, and positive communication skills
- Knowledge of California Commission on Teacher Credentialing accreditation system, data/compliance reporting, and Educator Preparation Program Standards
- Knowledge of the California content standards and Teaching Performance Expectations
- Experience with adult learners preferred

- Appreciation and understanding of the cultural and linguistic diversity of students and the San Joaquin Valley community
- Knowledge of and respect for diverse family structures, community cultures, and cultural diversity

Practitioner Faculty/Instructor and Fieldwork Supervisors

Year 1 Anticipated: 10 for Merced Area

Year 2 Anticipated: 10 for Merced Area; 10 for Fresno Area

Year 3 Anticipated: 10 for Merced Area; 10 for Fresno Area; 10 for Modesto Area

Part-Time

Qualifications:

- Graduate degree or higher in education/administrative related field preferred
- TK-12 California clear credential and English Learner authorization or CLAD
- 8+ years of experience in teaching, leadership or other clinical practice in K-12 settings, preferred
- Pedagogical expertise, strong content knowledge, and positive communication skills
- Knowledge of California Commission on Teacher Credentialing accreditation system, data/compliance reporting, and Educator Preparation Program Standards
- Knowledge of the California content standards and Teaching Performance Expectations
- Experience with adult learners preferred
- Appreciation and understanding of the cultural and linguistic diversity of students and the San Joaquin Valley community
- Knowledge of and respect for diverse family structures, community cultures, and cultural diversity

Cooperating Teacher

Year 1 Anticipated: 25

Year 2 Anticipated: 60 total (35 new hires)

Year 3 Anticipated: 90 total (30 new hires)

Support Provider (1:1 Ratio)

Qualifications:

- Valid California Clear teaching credential with an English Learner authorization or CLAD
- Minimum of 3+ years of successful classroom teaching experience
- Knowledgeable in support strategies for English learners and students with learning needs and demonstrates these effective strategies within their own classrooms
- Knowledgeable in California Teaching Performance Expectations (TPEs)
- Knowledgeable in current educational theory and practice
- Pedagogical expertise, strong content knowledge, and positive communication skills
- Appreciation and understanding of the cultural and linguistic diversity of students and the San Joaquin Valley community
- Serve as a resource to candidates in developing a philosophy of education that promotes development of equitable and inclusive learning environments
- Additionally, cooperating teachers are selected for their ability, commitment and dedication to communicate effectively; model effective instruction; collaborate with colleagues at the

school, district, community and university level; and design and deliver curriculum using the state-adopted academic content standards

To support operational costs:

The UC Merced Chancellor has agreed to using revenue from UC Merced Summer Session to provide support for operational costs until the program is self-sustaining.

The following information reflects Academic Year 2018-2019. Please note that fees are subject to change.

Certain campus-based fees are subject to Consumer Price Index (CPI) increases as well as increases related to projects and programs. For purposes of these fee tables, CPI increases have been estimated. As a result of gubernatorial, legislative, regental, and/or campus action, these fees may change without notice.

Candidates will pay tuition of \$450.00/unit; student services fees of 10% per course; and a one-time, non-refundable application fee of \$75. Most courses will be three units.

Please refer to the [UCM EXT Proposed Budget](#) for AY 2017-18 through 2022-23.

**Tuition fees are reviewed annually and candidates are apprised of any changes in advance of enrolling in programs.*

12d) The UCM EXT is a California institution and all educational services are located within the state.

12e) The proposed UCM EXT program would incorporate clinical placements for teacher candidates reflecting the cultural, ethnic, and socioeconomic diversity of its San Joaquin Valley context. UCM EXT has already secured a clinical placement partnership with Merced City Elementary School District (see Criterion 8b). UCM EXT is currently in partnership discussion with the following districts:

- Atwater Elementary School District
- Ballico-Cressey Elementary School District
- Delhi Unified School District
- Dos Palos-Ora Loma Joint Unified School District
- El Nido Elementary School District
- Gustine Unified School District
- Hillmar Unified School District
- Le Grand Union School District
- Livingston Union Elementary School District
- Los Banos Unified School District
- McSwain Union Elementary School District
- Merced City Elementary School District
- Merced River Union Elementary School District
- Plainsburg Union Elementary School District
- Planada Elementary School District
- Snelling-Merced Falls Elementary School District
- Weaver Union School District
- Winton Elementary School District

Additional clinical placements may be pursued to include different regions, student populations, and school contexts (i.e., charter).

12f) The UCM EXT will support approved programs by supplying the following:

Classroom Facilities. Extension offers classes at the UC Merced Downtown Campus Center, UC Merced Fresno Center, and the UC Merced Modesto Venture Lab in addition to the UC Merced Campus and other locations in the San Joaquin Valley. Every effort will be made to schedule classes in the most appropriate instructional facility and classroom for the course and accommodate additional instructional configurations. All classrooms are equipped with wireless internet and Audio/Visual equipment. Some classrooms have enhanced technology (e.g., the UC Merced Downtown Center). All building facilities are accessible and meet ADA standards.

Offices. Full-time UCM EXT Instructional and Support Personnel have assigned office space at their main site, which includes lockable storage and “hotel” space when they need to work at a different site. Part-time Practitioner Faculty/Instructor and Fieldwork Supervisors have designated “hotel” space to work and meet with teacher candidates.

Digital Platforms. UCM EXT utilizes Canvas as its Learning Management System (LMS) to post coursework, syllabi, assignments, course completions, and attendance with Higher Reach/Jenzbar as its Student Information System (SIS). Candidates will have access to unofficial course and grade summaries through Canvas.

Site Maintenance. UC Merced provides maintenance and late-night security for all UCM EXT programs.

Professional Library. All candidates will have access to the UC Merced library and the ability to log in remotely.

Multimedia. All candidates, cooperating teachers and faculty/instructors will have access to multimedia in support of their professional growth and development. Each candidate will be issued a UCM EXT (@ucmerced.edu) email account. Candidates will have access to the wireless internet, hardware peripherals such as digital cameras, video cameras and tripods, scanners, and printers and Canvas (an online Learning Management System).

Technical Support Services. The UC Merced IT Service Desk provides support to all UC Merced employees and students. IT Services can be reached by email (helpdesk@ucmerced.edu), phone (209-CAT-HELP) or in-person on campus. The Program Director will ensure IT staff are available for implementation of course technology and for managing, monitoring, and troubleshooting technology-related resources or equipment. The Program Director will ensure that IT staff provides training to faculty/instructors and candidates on hardware and software applications as needed. Each of the UCM EXT clinical sites will have an IT staff person to support candidates and their fieldwork supervisors with videotaping instruction (used for their Teaching Performance Assessment; TPA), mentor analysis and debrief.

12g) The UCM EXT Teach-Out Plan describes the support sequence for enrolled candidates with remaining program requirements. An integral piece will be to present completion options through established Teach-Out partnerships. UCM EXT has identified University of California, Riverside as a teach-out partner. Initial conversations have been productive, resulting in the development of a Sample Letter of Agreement.

See [UCM EXT Teach-Out Plan for CTC Approved Educator Preparation Program\(s\)](#)

See [UCM EXT Teach-Out Sample Letter of Agreement](#)

APPENDIX



UCMERCED
UNIVERSITY OF CALIFORNIA
EXTENSION

Draft Faculty and Staff Handbook

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CHAPTER 1: GENERAL INFORMATION

Section 1: How to Use This Guide

As a UC Merced Extension instructor, you'll find information and resources on academic policies and procedures related to your teaching assignment. Please refer to the [Table of Contents](#) to find specific topics. For help with issues not addressed in this handbook, please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

Section 2: About UC Merced Extension

UC Merced Extension, is the continuing education department of the University of California, Merced. Education is the first academic discipline being developed in University Extension. We are creating face-to-face and blended courses for pre-service and in-service teachers. We are collaborating with P-12 educators and UC Merced faculty to engage the Central Valley community in scholarship and creativity while fostering a culture of inquiry and discovery learning. The UC Merced campus is known for faculty who are at the forefront of academic research, and Extension instructors are leading practitioners in their respective disciplines.

Section 3: Mission and Vision

Mission

University of California, Merced Extension (UCM EXT) exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

Vision

University of California, Merced Extension (UCM EXT) aspires to be a recognized model for culturally responsive teacher preparation given to student empowerment. The UCM EXT program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, UCM EXT:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of UCM EXT program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

CHAPTER 2: EMPLOYMENT

Section 1: Terms of Employment

An Extension instructor applicant only becomes an Extension instructor for a given course in a given term when he or she completes the following three processes:

1. An employment or independent contractor packet is submitted to instructor payroll (required once);
2. Formal academic approval for every course an instructor teaches by the UC Merced Extension Dean. For University-level credit courses numbered X and XM 1–499, additional academic approval may be required by the UC Merced academic department or an equivalent advisory board, and possibly UC Merced’s Undergraduate or Graduate Council.
3. A signed [Instructor Contract](#) for every course section an instructor teaches must be submitted prior to each term he or she teaches.

The process of course and instructor selection, academic approval, scheduling and hiring can take up to four months.

A. New Course Proposals

Extension looks for new course concepts that would appeal to our student base. As our planning, approving and budgeting cycles may take several months to bring a new course to fruition, we encourage you and other applicants to [develop and submit course proposals](#) early to the academic programming unit. You can initiate conversations with departments first to determine how your course idea may fit that department’s teaching needs.

B. Formal Academic Approval to Teach a New Course

- a. The academic department is required to attain formal academic approval for every new credit course you teach at UC Merced Extension. You may be required to submit an updated Instructor CV/Resume and/or Biography Form when proposing a new course through the [online system](#), which includes updated references to facilitate the academic approval process for teaching a new credit or noncredit course (forms older than three years are not accepted).
- b. Formal academic approval can take several months, depending upon the type of course. A course syllabus is required for all new courses and for courses taught by a new instructor. Once academically approved to teach a given course, re-approval is not required unless the department has requested a one-time teaching exception and wishes to resubmit an academic approval request based upon further evaluation of your teaching credentials. For term deadlines, contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

The instructor agreement (below) is contingent upon the University's formal academic approval of the course and instructor.

C. Your Instructor Contract Agreement

- a. Once you and the Program Director agree upon the terms of compensation and employment and the academic approval process is underway, you will be required to complete a hiring packet (required once). Once the hiring packet is completed, you will receive an [Instructor Contract](#) Agreement from your Program Coordinator.
- b. Instructor appointments are by agreement for the length of each course section that you teach. Each term that you teach a course section for Extension, you will receive an instructor agreement that must be signed and returned within 15 business days. The University makes no commitment to hire an instructor until it has sent and received a signed instructor agreement for the term.
- c. In addition to being a legal contract between you and UC Merced Extension, the [Instructor Contract](#) Agreement contains all of the course information, including schedule, location, instructor applicant's name and address, payment information and special course requirements. You should review the information for accuracy and notify your Program Coordinator if something is incorrect (contact info can be found here: extension.ucmerced.edu).
- d. Please note that UC Merced Extension does not sponsor work visas for instructor positions and all applicants must be able to prove eligibility to work in the United States at time of hire.

D. Getting Paid

- a. For fixed-date course sections with fixed beginning and end dates, you are paid once at the end of the course section upon submission of final grades. For continuous-enrollment course sections, you are paid monthly; a report is run at the end of the month that calculates the number of final student grades that you submitted in that course during that month. Payroll staff then schedules a payment for that amount.
- b. For graded or CEU course sections, payment is usually received within 30 days of the submission of the grades or CEUs. For courses without these requirements, payment is usually received within 15 days of the end date of the course section, depending upon payroll deadlines.
- c. If you have questions regarding your terms of employment, compensation or payment, contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

E. By Agreement Employee Instructors

- a. Instructor compensation is processed by Extension's Financial Services Department and instructor payments are issued by the University of California, Merced Payroll Office on the Merced campus. If you are employed in another UC Merced campus department or at another UC campus or facility, you must inform the Extension Financial Services Department. If you are employed by more than one UC Merced campus department, then the campus department that represents the greatest percentage of your work time will be your "home department." If you work for more than one UC campus, at the Office of the President or at another non-Merced UC facility, your "home department" will be the unit that employed you first and all of your pay will continue to come through that unit.
- b. All employee instructors paid through the UC Merced systems must select direct deposit. Please see your Employment Packet Pay Options for more information.
- c. The following deductions will be made from your paycheck:
 - i. Federal and state income taxes—You can manage your allowances and withholdings through At Your Service, see Section 10: At Your Service.
 - ii. Medicare (1.45%)
 - iii. Defined Contribution Plan (DCP) – Safe Harbor (7.5%)—This is deducted in lieu of Social Security. For additional information on this plan, please see Section 2.D: Participation in the University's Defined Contribution Plan (DCP) -- "Safe Harbor".
 - iv. You are also eligible to participate in the University's Tax-Deferred 403(b) Plan. For additional information on this plan, please see 2.E. Eligibility for Participation in the University's Tax-Deferred 403(b) Plan.
- d. You will receive a W-2 form at the end of the calendar year which can be downloaded electronically through [At Your Service](#), a University of California website that provides access for employee instructors to view/print their earning statements and W-2 forms and adjust W-4 tax allowances and withholdings. It also provides employee instructors with access to other applicable benefit-related information.

F. Independent Contract Instructors

- a. Only about 5% of Extension instructors meet all 20 IRS classification factors to be classified as independent contractors. Independent contractors must provide a certificate of insurance for commercial-level general liability coverage with a minimum coverage limit of \$300,000. Independent contractor instructors also have more limited benefits and privileges.

- b. If you are an independent contractor, you must submit invoices on business letterhead to your Program Coordinator (contact info can be found here: extension.ucmerced.edu) for each graded or completed course section. If you teach a fixed-date course, you should indicate a flat fee for services provided. If you teach a continuous-enrollment course, Instructor Payroll will send you an email listing the course and section #, the names of the students graded during the prior month, and the amount to be reflected on your invoice. Please include the following on your invoice:
 - i. The course information shown on the instructor agreement, including course title, dates, course section number;
 - ii. Payee instructions (individual or company);
 - iii. Tax ID number; and
 - iv. Mailing address.
- c. Please issue separate invoices for instructional fees and pre-approved expense reimbursements. Attach relevant original receipts to the reimbursement invoices and describe the expenses to be reimbursed.
- d. Independent contractor payments are processed by Extension's Financial Services Department and issued by the UC Merced Disbursements Office. You can opt to have a check mailed or complete an Electronic Funds Transfer (EFT) Authorization form (PDF). Independent contractors will receive a paper check unless they sign up for electronic funds transfer.
- e. Independent contractors receive IRS Form 1099 at the end of the calendar year.

G. Cancellation/Discontinuance

- a. UC Merced Extension is a self-supporting institution. Extension sometimes finds it necessary to cancel in advance, discontinue, reschedule or combine courses and change instructors. Due to budgetary constraints, Extension requires each course or special program offered to have a minimum number of paid enrollments.
- b. Program Coordinators will contact you if advance enrollment indicates that there may not be a sufficient number of students. A Program Coordinator may visit the first class to check attendance. If enrollment is insufficient to continue the course, students will be given the option of requesting a full refund or transferring to another course.
- c. Should the course be cancelled, your instructor agreement also is cancelled, including rights to compensation. All events and preparation leading up to the teaching assignment are assumed as pre-course responsibilities of the instructor, without remuneration (exceptions include online curriculum developers who are specifically hired to develop online content).

H. Emergency Makeup Meetings and Substitute Instructors

- a. The instructor agreement is between the instructor and the University, and instructors may not substitute another instructor to meet any portion of their teaching commitment to the University.
- b. Extension has procedures if you are ill or experience an emergency and need to miss, reschedule or cancel a class meeting. In these circumstances, notify your Program Coordinator (contact info can be found here: extension.ucmerced.edu) immediately. If it is after normal administrative business hours for a class that takes place the same evening, contact the appropriate Extension center directly and, if possible, leave a message for your Program Coordinator. Extension will notify students of the class meeting cancellation. View the [Emergency Telephone Numbers for Instructors](#) (PDF).
- c. The missed class time must be made up. Do not directly reschedule the makeup meeting with the students. The Program Coordinator must approve all arrangements for a makeup meeting or will arrange for an emergency substitute instructor. This is to ensure that any emergency arrangements for the class will fulfill the academic and instructional hour requirements for the course.
- d. Do not make independent arrangements for a substitute instructor or a guest speaker. Substitute instructors must also be formally academically approved and officially hired by UC Merced Extension. You are required to maintain a presence in the classroom with all guest speakers. If a substitute instructor is required for a substantial period of time, your compensation will be adjusted to cover the cost of the substitute. Extension does not provide sick-leave benefits.

Section 2: Instructor Access, Privileges and Benefits

A. System Access

- a. All instructors (employee and independent contractors) are eligible to receive and required to obtain and maintain a UC Merced email account and to use the Online Learning Management platform as well (Canvas Learning Management System) for all academic credit courses.

B. CatCard

- a. Employee instructors are also eligible to receive a CatCard, which provides proof of official campus affiliation.
- b. To receive your CatCard, you must first verify that you have been entered into the payroll system and know your employee ID number, provide a government-issued photo identification (e.g., driver's license, passport, etc.). Please visit the website for more information (<http://catcard.ucmerced.edu>).

C. UC Merced Library Privileges

- a. Employee instructors are able to remotely access UC Merced-only article databases and electronic journals through the UC Merced Library website: <http://library.ucmerced.edu>.
- b. Employee instructors are only eligible for library privileges for the duration of their academic appointment; their library accounts are automatically created approximately one week within the start date of their appointment and expire approximately one week after their appointment ends. Independent Contractors are not eligible for library privileges.

D. Participation in the University's Defined Contribution Plan (DCP) -- "Safe Harbor"

- a. As a condition of employment, Extension's employee instructors are required to participate in the University of California retirement coverage, established under Section 401(a) of the Internal Revenue Code.
- b. The Defined Contribution Plan (DCP) provides supplemental retirement benefits based on the monthly contributions plus any earnings. This plan is in lieu of Social Security. Seven and a half percent is deducted from instructor compensation before income taxes are calculated, reducing instructor taxable income.
- c. Exceptions to this policy apply to those hired before October 19, 1992, who have had no breaks in employment and who have not been rehired. Once there is a

break in service, instructors will automatically participate and be coded into the DCP.

- d. It is suggested that employee instructors carefully read the information on the website: <http://hr.ucmerced.edu/benefits/retirement-benefits>.
- e. For an explanation of “Safe Harbor,” please see:
<http://hr.ucmerced.edu/benefits/retirement-benefits/safe-harbor>.

E. Workers’ Compensation Insurance for Employee Instructors

- a. If you are a by-agreement employee instructor, while you are in the classroom, you are covered by the University’s Worker’s Compensation Insurance Plan.
- b. It is suggested that employee instructors carefully read the information on the website: <http://risk.ucmerced.edu/report-claim/workers-compensation>.
- c. If you are injured while working for Extension, you must report the incident immediately here: <http://risk.ucmerced.edu/report-claim/report-incident>.

For Course Information, please refer to Chapter 3.

For Student Information, please refer to Chapter 4.

For Facilities and IT Information, please refer to Chapter 5.

Section 3: Instructor Conduct

A. Family Educational Rights and Privacy Act of 1974 (FERPA)

- a. The federal Family Educational Rights and Privacy Act of 1974 (FERPA) governs the disclosure and confidentiality of student information. Student information is considered confidential and should not be released to third parties without the student's express written consent. UC Merced Extension has designated student names; terms of attendance; and major fields of study, including any earned certificates or other program completion awards as public information under the policy; however, students are able to opt out of releasing this information. Please refer all third-party inquiries to extension@ucmerced.edu.
- b. Confidential student information that is protected under FERPA includes class scheduling information and grades. A student's grade is not to be released without the student's written permission. Do not communicate information about grades in a manner that would expose confidential student information to a third party, such as publicly posting grades using Social Security or student identification numbers or through email.
- c. You have a Legitimate Educational Interest (LEI) in accessing confidential student information for the express purpose of fulfilling your instructional responsibilities. Outside of those instructional responsibilities, you must not re-purpose, re-use or have continued access to confidential student information for any other purpose.
- d. Please refer to the website for additional information:
<http://registrar.ucmerced.edu/policies/ferpa>.
- e. For educator preparation programs, only the Credential Analyst or other institutional authorized designees employed by the UCM EXT will have access to the California Commission on Teacher Credentialing recommendation system. Duties regarding credential recommendations will not be delegated to persons other than employees of UCM EXT.

B. Ethical Values and Standards of Ethical Conduct

- a. The University's [Statement of Ethical Values and Standards of Ethical Conduct](#) commits everyone in the UC community to the highest ethical standards in furthering the University's mission of teaching, research and public service. It identifies the University's core ethical values as integrity, excellence, accountability and respect. These Standards of Ethical Conduct apply to all members of the University community, including UC Merced Extension instructors.

- b. In summary, UC Merced Extension expects you to be committed to the following ethical values:
 - 1. Fair dealing
 - 2. Individual responsibility and accountability
 - 3. Respect for others
 - 4. Compliance with applicable laws and regulations
 - 5. Compliance with applicable University policies, procedures and other forms of guidance
 - 6. Prevention and avoidance of any conflicts of interest
 - 7. Record confidentiality, privacy and access
 - 8. Appropriate use of University resources
 - 9. Reporting of ethical violations including protection from retaliation
- c. Instructors are expected to conduct themselves in a professional manner and to not exploit the vulnerability of the instructor/student relationship. Failure to comply with Extension's instructor conduct policies could result in termination.
- d. Extension programs and classes should not—through their content, mode of presentation or promotion— make promises, either explicit or implicit, of financial or business success, job placement, or physical or emotional cure.

C. Nondiscrimination

You must adhere to the [University's policies on Nondiscrimination](#) and the [University's policies on the American With Disabilities](#) Act (ADA) of 1990.

D. Sexual Harassment

You must adhere to the [University's policies on sexual harassment and violence](#). See further information on the policy and available [confidential and non-confidential resources](#).

E. Substance Abuse in the Workplace

Pursuant to the requirements of the Drug-Free Schools and Communities Act of 1989, the University strives to maintain campus communities and work sites free from the illegal use, possession or distribution of alcohol or of controlled substances, as defined in schedules I through V of the Controlled Substances Act, 21 United States Code 812, and by Regulation 21, Code of Federal regulations 1308.

Employees and students shall not use illegal substances or abuse legal substances in a manner that impairs work performance, scholarly activities or student life. Employees in violation of this policy, including student employees, may be subject to corrective action, up to and including dismissal. The University recognizes dependency on alcohol and other drugs as a treatable condition. You are encouraged to seek assistance.

F. Nonsmoking Policy

You must adhere to the [University's Nonsmoking policy](#).

G. Copyright Restrictions

UC Merced Extension must comply with federal law and University policy regarding copyright. Should you knowingly use copyrighted materials without appropriate authorization, you can be held liable.

Materials provided by UC Merced Extension (e.g., workshop curriculum) is owned by UC Merced Extension and is not to be used beyond the intended purpose. Please review [Copyright Restrictions and Procedures for Other Course Materials](#).

H. New Instructor Orientation

- a. Each new employee instructor will be provided an introduction to Extension, which includes an overview of the information found within this handbook. Professional development is provided based on the program in which the employee instructor is hired (e.g., Teacher Preparation).
- b. If you wish to prepare for a specific Extension teaching assignment, you may request to audit courses that are within your own discipline. However, you cannot enroll, submit coursework, or receive credit or a grade for the course on your transcript. Make arrangements to audit courses with your Program Coordinator (contact info can be found here: extension.ucmerced.edu).
- c. For additional policies (e.g., student attendance and participation) are found in other sections within the handbook.

CHAPTER 3: COURSE-RELATED INFORMATION

Section 1: Preparing for a New Course

A. Term Teaching Assignments

An Extension instructor applicant only becomes an Extension instructor for a given course in a given term when he or she completes the following three processes:

1. An employment or independent contractor packet is submitted to instructor payroll (required once).
2. Formal academic approval for every course an instructor teaches by the UC Merced Extension Dean. For University-level academic credit courses numbered X, XM and XM 1–499, additional academic approval is required.
3. A signed [Instructor Contract](#) for every course section an instructor teaches must be submitted prior to each term he or she teaches.

The process of course and instructor selection, academic approval, scheduling and hiring can take up to four months. Please refer to Chapter 2 for employment information.

B. Course Budget Allocations & Processing Expense Reimbursements

- a. Extension Program Directors determine the course budget well in advance of the term. Items include instructor compensation, classroom technology or lab equipment, payment of guest speakers and copying of materials. You should specify needs in the course planning stages, at least four months before the beginning of the course. The earlier you discuss these interests with your Program Director, the better the chance that they will be considered in the budgeting and planning process. For instance, if you require special facility needs, such as a computer classroom or software for students, you should inform your Program Director during the planning process.
- b. If the course budget includes approval for items that you would pay for out of pocket (e.g., photocopying), then submit original vendor receipts to your Program Coordinator for reimbursement. If you no longer have an original receipt, then submit a cancelled check, bank statement or credit card statement to document the out-of-pocket expense. Extension cannot reimburse you for materials prepared on personal equipment in your home or private business. Please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu) for further information.

C. Course Prerequisites and Requirements

Sometimes a student may be enrolled in a class but lacks the necessary background or skills to keep up with the curriculum. For some courses, well-defined prerequisites can

minimize the problem. You should discuss them thoroughly with your Program Director when planning a course so that course prerequisites can be arranged to be clearly advertised on the Extension website and in the print catalog.

D. Preparing Your Course Syllabus

Due to strict [transfer](#) and [refund](#) policies you should be very clear at the first course meeting about your expectations. You should hand out and discuss the syllabus, including grading and evaluation criteria, and answer students' questions about their qualifications and requirements for them to be successful in your course. The syllabus should show a clear relationship between the course's learning objectives, instructional methods and evaluation standards. In accordance with University of California regulations, your grading and evaluation criteria must be communicated in writing to the class at the start of the course. The course goals, as written in the course syllabus, serve as the standard and basis for evaluating and comparing student performance and student achievement. Download the [UCM EXT Syllabus Template \(Word\)](#).

- a. The following sections need to be included on your course syllabus that you submitted in the [online system](#).

- I. Course Background Information
 - II. Course Description
 - III. Course Goals and Outcomes
 - IV. Course Format (Modality) and Procedures
 - V. Course Requirements
 - VI. Course Grading Procedures
 - VII. Academic Integrity Statement
 - VIII. Accommodations for Students with Disabilities
 - IX. Tentative Weekly Schedule
 - X. Required Text(s)
 - XI. Recommended Text(s) and Resources
 - XII. References
- E. Promoting the Course

E. Promoting the Course

- a. UC Merced Extension's Communication and Marketing Services Department maintains the Extension website and produces all promotional materials for courses, including brochures, flyers, print and radio advertising, news releases and the term's catalog.

- b. The department is responsible for making sure all promotional material is consistent with [Extension and UC Merced policies and standards](#). Do not initiate any publicity or promotional materials to promote your course(s) without first consulting your Program Director. We ask this as you may be able to help identify useful mailing lists, recommend media to broadcast announcements, or distribute course and enrollment information.
- c. You are encouraged to become familiar with the professional certificates and specialized programs of study linked to your course. This also provides an opportunity to promote your class to prospective students. If you are interested in ways to promote your course, speak with your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

Section 2: Course-Related Materials and Resources

A. Affordability and Accessibility

UC Merced Extension encourages instructors to help Extension reduce the high cost of course materials and ensure those materials are accessible by our students.

- a. **Affordability:** The Higher Education Opportunity Act (HEOA) has provisions to reduce costs to students while supporting instructors' ability to select high-quality course materials. HEOA requires that cost information be made available to students before they enroll in a course. This includes textbooks, readers, photocopied materials, software access or licenses, lab kits, etc.

Deadline is three months prior to the first day of the course

- b. **Accessibility:** In addition, each instructor has the responsibility to identify instructional materials for his or her courses far enough in advance of the course to accommodate students with disabilities. Timely submission of textbook adoptions enables the University to meet its legal requirement to provide students with disabilities an equal educational opportunity to learn course subject matter, to participate actively in classroom discussions, and to meet assignment deadlines.

Deadline is 30 days prior to the first day of the course

B. Tips for Reducing Costs and Increasing Accessibility:

- a. Use common textbooks, where possible, for related courses or keep the same text for two or more years.
- b. Whenever possible, you should determine if your course reader materials are freely available online. If the materials are available online, compile a list of URLs that can easily be distributed to your students.
- c. Use electronic and open content solutions available to students at very low or no cost
- d. Meet textbook/reader adoption and accessibility deadlines to allow timely course material availability, low-cost course material options and timely conversion of materials for students with print disabilities.

C. Textbooks

- a. For course materials that are not freely available online or require additional copyright clearance, you can determine whether a textbook will serve your needs and then process a textbook adoption through your Program Coordinator. Email textbook information to your Program Coordinator

(contact info can be found here: extension.ucmerced.edu) according to the deadlines above. Please include the following information in your email:

- Complete title of the textbook(s)
 - Author's name
 - ISBN number
 - Publisher
 - Edition number
 - Publication year
- b. This information will be published on the public website under the course section information for students to see purchasing details once the term opens for enrollment. To request desk copies of texts, let your Program Coordinator (contact info can be found here: extension.ucmerced.edu) know no later than three months in advance of the semester.
- c. Some textbook publishers offer access to online learning tools (e.g., McGraw Hill's Connect). Access to these tools is typically bundled into the purchase of a new textbook. However, students who opt to purchase a used textbook would need to purchase the access to these online tools separately. If you require the use of a publisher's online learning tools as a mandatory course requirement, please work with your Program Coordinator to make sure that use of this tool is listed on our website to ensure compliance with HEOA and help students make more informed choices when purchasing their course materials for the term.

D. Copyright Restrictions and Procedures for Other Course Materials

- a. UC Merced Extension must comply with federal law and University policy regarding copyright. Should you knowingly use copyrighted materials without appropriate authorization, you can be held liable.
- b. Effective compliance with UC copyright policy will require some preplanning of the course materials. All materials under copyright that are brought into class must have permission for instructional presentation. Materials in question include, but are not limited to, all printed materials, films, videos and DVDs.
- c. Find more information on [UC copyright policies](#).

E. Photocopying

- a. Requests for photocopying of unrestricted, permissible and "fair use" course materials may be processed through your Program Coordinator with at least three weeks' notice. You can email the materials to your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

- b. You may also duplicate fair-use course materials on your own at a convenient copy center and submit original vendor receipts at the end of the course for reimbursement to your Program Coordinator (contact info can be found here: extension.ucmerced.edu). Extension cannot reimburse you for materials prepared on personal equipment in your home or private business.
- c. Please consult your Program Coordinator on the allotted duplication budget for your section. Copying facilities at center and classroom locations are extremely limited and should be used only for exceptional circumstances.
- d. There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets, and answer sheets and like consumable material. Copying should not substitute for the purchase of books, anthologies, publishers’ reprints or periodicals.
- d. If the cost of the photocopying should be passed onto the student, please refer to the section on Course Readers below.

F. Course Readers

- a. If you wish to include a course reader, first check with your Program Coordinator (contact info can be found here: extension.ucmerced.edu).
- b. All of UC Merced’s course readers are printed through Cognella. If you are planning on using selections from books, journals, articles, etc., the following information is required: author, title, publication date, page numbers, and ISBN if applicable. If you already have a copy of the PDF, that is extremely helpful. This information is submitted to the Textbook Manager for the UC Merced Campus Store. They submit the information to Cognella, who then provides a quote for the complete reader. Availability and cost depends on the rights as issued by the owner of the book, journal, or article you would like duplicated. Please allow two months before the start of the class to process a course reader, such that there is sufficient time for copyright clearance and processing of the readers.

G. Software

- a. The “fair use” provision of the Copyright Act of 1976 does not apply to copying or reproducing software. Software may only be copied or reproduced for classroom use when a site license has been obtained from the software producer. Notify your Program Coordinator (contact info can be found here: extension.ucmerced.edu) regarding any software needs for your course so that Extension can legally obtain a site license.

- b. If you require access to software or online learning tools that are bundled as part of a textbook purchase, they need to be listed as required course materials on the website.

H. Electronic Documents

- a. In general, electronic documents (e.g., for an online database, bulletin board or newsletter) receive the same protection that written materials receive.

I. Audio/Visual Materials

- a. Any audio/visual (A/V) materials shown in class must be legally obtained. To verify copyright for A/V materials, provide your Program Coordinator (contact info can be found here: extension.ucmerced.edu) with a list of the A/V materials for the course.
- b. You will also need to inform your Program Coordinator whether you plan to provide the A/V materials or whether you need your Program Coordinator (contact info can be found here: extension.ucmerced.edu) to order them.
- c. You are required to adhere to copyright laws in the acquisition and dissemination of A/V materials in your classroom. This is especially important when Extension has hearing-impaired students, as we may need to obtain captions for the A/V materials.

J. Off-Air Recording

- a. If you wish to use videotaped excerpts of off-air broadcasts for use in the classroom, you must adhere to these [guidelines](#).

K. Recording in the Classroom

- a. Please check with your Program Coordinator (contact info can be found here: extension.ucmerced.edu) before recording in the classroom or during an activity associated with the course.
- b. You may need the following form: [Classroom Audio/Video Recording Agreement for Student and Instructor](#) (PDF) to complete with the student making the request to record the lecture.

L. Guest Speakers

- a. Guest speakers for class appearances and presentations may be arranged with the advance approval of the Program Director. Contact your Program

Coordinator (contact info can be found here: extension.ucmerced.edu) and include the name and the email address for the guest speaker, the dates and times you wish to invite them to speak, and the topic on which he or she will be speaking. The Program Coordinator will follow up directly with the guest speaker, who will need to sign a [waiver of liability](#).

- b. Guest speakers may not be used as substitute teachers. You are required to maintain a presence in the classroom with guest speakers and during all dates and times covered within your instructor agreement.

M. Visitors

- a. Auditing is not permitted in UC Merced Extension courses.
- b. Unless otherwise stated in the program, course or section description, visitors may attend the first scheduled class of a course that has six or more classroom meetings without charge when space or enrollment limitations permit. Students must, however, formally enroll in the course and pay all fees before the second classroom meeting.
- c. In courses with five or fewer classroom meetings, visitors are not permitted, and students must formally enroll in the course and pay all fees prior to the course start date.
- d. Extension cannot guarantee retention of an educational record, grades or transcripts for students who do not enroll and pay in a timely manner.
- e. Students must pay to enroll and attend all noncredit courses. In addition, students who wish to attend a credit course but do not wish to take a course for a Credit Letter Grade (CLG) need to pay to enroll and choose either the Pass/No-pass (P/NP) option or the Not-for-Credit (NC) option at the time of enrollment. For additional information on grading options, please see the following section.

N. Course Assistants, Course Facilitators and Graders

- a. For certain courses (large online or classroom courses or hands-on technical labs), course assistants or facilitators and graders may be requested in advance.
- b. It is your responsibility to work with your Program Director on setting these terms in the budget planning stages, as well as finding a qualified, available person (often a former qualified student).

Section 3: Grading Policies

Grading criteria and grading options for each course depend on what type of course is offered. UC Merced Extension offers many types of academic and professional credit and noncredit courses. Please refer to the numbering system below when you propose a course.

A. Credit Courses

- a. If a course is offered for credit, the title of each credit course is followed by the UC Merced academic department abbreviation in which the credit is granted and the course number. Credit is in semester units. For courses carrying academic or professional-level credit, the University's standard formula for one unit of credit is 15 hours of instructional time, plus two hours of study time for each hour of instruction. Thus, a one-unit course is 15 hours of instruction and 30 hours of study outside of class for a total of 45 hours of course effort. Some courses, such as studios or labs, require more instructional time and less study time.
- b. Credit course numbers include a letter prefix and sometimes a letter suffix: for example, Analytic Geometry and Calculus MATH XMW101A. The course-number prefix X indicates a credit course that originates at UC Merced Extension. The course-number prefixes XM indicates an Extension credit course that is equivalent to the campus course with the same content, title, number and credit value offered to UC Merced students. Credit courses are numbered X1-499 and XM1-499. See the full list below for descriptions.
- c. All university-level academic credit courses numbered X1-299 and XM1-299 and the Extension instructors who teach them are reviewed and approved by the appropriate academic department on the UC Merced campus and by the Division Council (DivCo). The UC Merced Division Council (DivCo) delegates authority to the Dean of UC Merced Extension to approve professional, post-baccalaureate credit courses that are numbered X300-499. This academic supervision by University faculty is assurance of excellence in course content and quality of instruction.

B. Non-credit Courses

- a. Noncredit courses can be offered for noncredit letter grade (NLG) or noncredit pass/not pass (P/NP); however, the majority UC Merced Extension's noncredit courses are offered for continuing education units (CEUs), a nationally recognized means of recording noncredit study.
- b. Many employers and re-licensure agencies accept these units as evidence of your serious commitment to career advancement and the maintenance of professional

competence. The letters CEU and a number identify a noncredit course in which you can earn continuing education units.

an evaluation of student knowledge or completed work are the primary criteria for the satisfactory completion of a course offered for CEU.

- c. One CEU is awarded for 10 instructional hours.
- d. Student attendance and an evaluation of student knowledge or completed work are the primary criteria for the satisfactory completion of a course offered for CEU.
- e. UC Merced Extension does not award both a noncredit grade and CEUs for the same course.
- f. CEU courses are numbered X800-899.
- g. Final approval for all noncredit courses resides in Extension's Dean's Office as delegated by the UC Merced Academic Senate.

C. UC Merced Transcript Structure:

Numbers	Credit	Type of Credit	Brief Description
1-199	yes	Academic	Undergraduate level Academic
200-299	yes	Academic	Graduate level Academic
300-399	yes	Academic	Teacher Preparation Programs Only
400-499	yes	Academic	Professional Education Academic
500-599	yes	Academic	Graduate Level Academic may be degree
600-699	yes	Academic	Graduate Level Academic but non-degree
700-799	no	Non-credit	Personal Enrichment, non-credit
800-899	yes	CEU	Professional Development CEU only
900-999	no	Non-credit	Non-degree, letter grade or pass/not pass
1000-1099	yes	CEU	Non-degree CEU only

D. For a full description and classification of courses, please see [Classification of Courses](#)

E. Grade Chart and Grade Descriptions

Grade your students using the following chart. Although UC Merced Extension does not calculate or record an official grade point average (GPA) on student transcripts, GPAs can be unofficially calculated on the basis of grades and number of units per below.

Grade	Grade Points Per Unit	Suggested Range	Description
A+	4.0	94%–100%	Excellent: The grade of “A+”, when awarded at your discretion, represents extraordinary achievement, but does not receive grade point credit beyond that received for the grade of A.
A	4.0	94%–100%	
A-	3.7	90%–93%	
B+	3.3	86%–89%	Good
B	3.0	83%–85%	
B-	2.7	80%–82%	
C+	2.3	76%–79%	Fair: Each course in a certificate program must be completed with a grade of C or better, although some programs have higher requirements.
C	2.0	73%–75%	
C-	1.7	70%–72%	
D+	1.3	66%–69%	Barely passed
D	1.0	63%–65%	
D-	0.7	60%–62%	
F	0.0	< 60%	Failed
P			Passed at a minimum level of C-minus or 70%
NP			Not Passed—anything below a C-minus or below 70%
S			Satisfactory or passed at a minimum level of B-minus or 80% (only an option for graduate-level courses e.g., X200–299).
U			Unsatisfactory—anything below a B-minus or below 80% (only an option for graduate-division university courses, e.g., X200–299).
I			Work of passing quality but incomplete due to circumstances beyond the student’s control. Strict criteria apply; see Section 6: Petition for Incomplete (I) . Work should be completed within 90 days of the course end date. If student does not complete the work as agreed, instructors may opt to submit a final failing grade. If left unresolved, the grade Incomplete (I) in any course becomes part of the student’s permanent academic record.
NC			Not for Credit: Assigned to students whose attendance is satisfactory but who choose not to fulfill credit requirements.
W			Withdrawal: Withdrawal from a course without academic penalty. Issued based on a student-initiated withdrawal.
CEU			Assigning CEU indicates that the student has attended all of the instructional hours and has participated in the course as outlined in the course syllabus.

F. Petition to Withdraw (W)

- a. Students can request to withdraw from a course without academic penalty after the drop deadline has passed. Unlike a “drop,” a withdrawal is notated on a student’s transcript with a grade of “W.”
- b. Please review the UC Merced online policy regarding an [Add/Drop/Withdraw](#).
- c. Please speak with your Program Director if you have further questions.

G. Petition for Incomplete (I)

- a. Students must meet strict criteria before qualifying to receive an incomplete grade.
- b. Please review the UC Merced online policy regarding an [Incomplete grade](#).
- c. Incomplete grades are contingent upon your approval, and you are under no obligation to grant them. If any student requests an Incomplete, please refer the student to the [Assigning an Incomplete](#) online page. The student must download the form, complete it, and submit it to you.
- d. Please speak with your Program Director if you have further questions.

H. Submitting Final Grades

- a. Final grades are submitted in Canvas, the Learning Management System for the courses. If you need assistance, please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

I. Retaining Student Records

- a. You should record and date everything that will count toward determining your students’ final grades, including attendance and retain it for at least 13 months.
- b. Proper grading documentation makes it possible for students to change their grading option for example, from Pass/No Pass to Letter Grade, at different points in the term.
- c. Be prepared to explain how you calculated a grade.
- d. As stipulated by the UC Merced Academic Senate, it is your responsibility to retain your students’ final examinations or copies of them for a period of 13 months after the dates of such examinations.
- e. It is also your responsibility to provide a student access to his or her final examination, either by providing the student with a copy of the final examination or by making arrangements for the student to review it under suitable supervision.

If the student is unable to review the final examination under suitable supervision, then a copy of it shall be provided to him or her.

- f. Student work is FERPA-protected: A student should only see his or her own exam; exams should not be placed in a pile for students to peruse. Final examinations and any other retained student work should be returned to the students, shredded or destroyed after 13 months, unless there is an agreement with the student to extend an incomplete grade and the information is needed to calculate a final grade.
- g. As a best practice, Extension strongly recommends that you also keep copies of final papers, final projects, the Grade/CEU records, the syllabus, recorded student grades, and grading criteria for 13 months as you may be required to show how you calculated a grade if a question arises.

Section 4: Enrollment and Attendance

A. Verification of Enrollment

- a. For each course section you teach, Extension sets up a class list in Canvas. From there, you can view and print the class list.
- b. As auditing is not allowed in UC Merced Extension courses, all students present in your course should be enrolled. It is very important to verify that the students attending your course are also listed on your official class list.
- c. Have students sign in and compare sign-in sheets with your official class list to verify that each student is enrolled in the course. Please do this each time the class meets.
- d. Please encourage any student not on your list to enroll through the online registration system.
- e. If you have any questions, please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

B. Attendance and Participation Policy

- a. It is up to you to specify your attendance and participation policy in the syllabus and to explain it on the first day of class.
- b. If a student misses class for any reason, the burden is on the student to make up the work and decide whether he or she can continue in the course.
- c. For students who feel that they can make up the work, you should provide any materials that were provided in class (handouts, slides, notes, etc.) and remind the students of the assignments that are due. It is not your responsibility to make up the instructional time with the student.
- d. If you have any questions, please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

C. Absences Due to Illness

- a. Instructors are asked to refrain from general requirements for written excuses from medical personnel for absence due to illness. Many healthy people experience a mild-to-moderate illness and recover without the need to seek medical attention.

- b. The UC Merced Academic Senate occasionally issues guidance concerning missed classes and exams due to illnesses such as influenza advising that students not attend class if they have a fever.
- c. Should a student experience repeated absences due to illness, Extension advises instructors to use flexibility and good judgment in determining whether to excuse missed work, extend deadlines, or substitute an alternative assignment.
- f. Instructors may also refer students to the UC Merced online policy regarding an [Add/Drop/Withdraw](#) and the UC Merced policy regarding an [Incomplete grade](#).
- g. If you have any questions, please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

D. Accommodation for Pregnancy and Parenting

- a. In compliance with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, it is the official policy of the University of California, Merced to not discriminate against or exclude any person on the basis of pregnancy or related conditions, and to provide reasonable accommodations to students as appropriate.
- b. Instructors are reminded of their responsibilities for excusing medically necessary absences for pregnancy and related conditions and making reasonable accommodations in the areas of class sessions, exams, tests, project deadlines, field trips, and any other required activities.
- c. Reasonable common sense, judgment and the pursuit of mutual goodwill should result in the positive resolution of conflicts. If a mutually satisfactory arrangement cannot be achieved, the student [Appeals and Grievance Policy](#) may apply. This can be found in the Student Resources and Policies Handbook.
- d. Students also have the option of filing a Title IX complaint. For more information about accommodations for student who are pregnant or parenting, please contact the Office of Campus Climate and Compliance's Department of Discrimination and Sexual Violence Prevention (<http://dsvp.ucmerced.edu/report>).
- e. If you have any questions, please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

E. Alternative Test or Examination Schedule to Accommodate Religious Creed

- a. In compliance with California Education Code, Section 92640(a), it is the official policy of the University of California, Merced to permit any student to undergo a

test or examination, without penalty, at a time when that activity would not violate the student's religious creed, unless administering the examination at an alternative time would impose an undue hardship that could not reasonably have been avoided.

- b. To accommodate a student's religious creed, refer students who wish to request to schedule tests or examinations at alternative times directly to your Program Coordinator. Your Program Coordinator (contact info can be found here: extension.ucmerced.edu) can help coordinate the exam schedule with you and the student.
- c. Reasonable common sense, judgment and the pursuit of mutual goodwill should result in the positive resolution of conflicts. If a mutually satisfactory arrangement cannot be achieved, the student [Appeals and Grievance Policy](#) may apply. This can be found in the Student Resources and Policies Handbook.
- d. Students also have the option of filing a Title IX complaint. For more information about accommodations for student who are pregnant or parenting, please contact the Office of Campus Climate and Compliance's Department of Discrimination and Sexual Violence Prevention (<http://dsvp.ucmerced.edu/report>).
- e. If you have any questions, please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

Section 5: Course Evaluations

A. Informal Evaluations

- a. Extension strongly recommends some form of student learning evaluation early in the course to identify any need for early intervention and to evaluate students' progress toward learning objectives.
- b. Your Program Coordinator (contact info can be found here: extension.ucmerced.edu) will provide you with a suggested format and can assist you in tailoring it to your specific course.
- c. Extension encourages you to conduct informal evaluations throughout the course.

B. Mid-Semester Evaluations

- a. Many departments also request mid-semester evaluations for first-time Extension instructors using a paper form process. If you are requested by a department to administer a mid-semester evaluation, set aside 10 to 15 minutes during the first half of the meeting so that all students can complete the evaluation.
- b. Please appoint a student to administer the evaluations and give the evaluation instructions to him or her. You and any teaching assistants must leave the room during the time students are filling out the forms. You must not handle, read or otherwise review the contents of completed forms. The appointed student will collect all completed forms, seal them in the postage-paid envelope and mail the evaluations or drop them off at the Center Registration Desk.
- c. Please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu) for more information.

C. End of Course Evaluations

- a. It is UC Merced Extension policy that all courses and instructors be evaluated as part of an overall campus mandate to assess and improve the quality of teaching.
- b. UC Merced Extension uses an online course evaluation system that standardizes and manages the entire process.
- c. The online course evaluations system allows for the automation and simplification of end of course evaluations for instructors and allows students to access their class survey at their convenience in order to produce more thorough reviews free of in-class time constraints.
- d. The online course evaluations system will manage the entire process:

- i. When a course is 85% complete, the system will open a survey, notify the instructor(s) and email invitations to enrolled students. For one-day workshops, the survey will open at the end of the class session.
- ii. Instructors will be emailed a link to general statistics and response rates of active surveys. (Student names will not be included.)
- iii. Surveys will remain open for 10 days, and students who have not completed the survey will receive reminders on the 2nd and 6th days.
- iv. Ten days after the course ends, a report summarizing the responses will be emailed to the department. The same report will be emailed to instructors after final grades are submitted.
- v. When you are notified by email that the course survey is open, we encourage you to remind students to complete the evaluations and to educate students on the value of their input. Encouraging student participation is one of the best methods to increase your evaluation response rates.
- vi. Please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu) for more information.

CHAPTER 4: STUDENT INFORMATION

Section 1: Adult Learners

Students are often motivated to enroll in UC Merced Extension classes for two primary reasons: professional development and personal enrichment. In an increasingly competitive continuing education marketplace, our students go out of their way to attend UC Merced Extension courses. Many of our students have committed themselves to studying a particular subject in depth and have registered for one of our professional certificates or specialized programs. Upon completion, these programs provide evidence that our students have mastered a set of specific professional skills. Some courses may also be used as credit toward degrees at other institutions based on their requirements.

What does this tell us about the type of students likely to be enrolled in classes? Many hold undergraduate degrees and some hold master's and doctoral degrees.

Six characteristics of adult learners that describe what will best help them to learn include:

1. Adult students are mature people and prefer to be treated as such.
 - a. They learn best in a democratic, participatory and collaborative environment.
 - b. They need to be actively involved in determining how and what they will learn, and they need active rather than passive learning experiences.
 - c. They are self-reliant learners and prefer to work at their own pace.
2. Adult students have needs that are concrete and immediate.
 - a. They tend to be impatient with long discourses on theory, but prefer to see theory applied to practical problems. This doesn't mean they are not interested in theory, but they also must see the practical application of the theory.
 - b. They are task- or problem-centered rather than subject-centered.
 - c. Their learning is not complete until it is expressed in appropriate action.
3. Adult students are more impatient in the pursuit of learning objectives.
 - a. They are less tolerant of "busy work" that does not have immediate and direct application to their objectives or needs.
4. Adult students have useful past experience.
 - a. They are more realistic and have insights into what is likely to work and what is not.
 - b. They are more readily able to relate new facts to past experiences.
5. Adult students enjoy having their talents and information incorporated into a teaching situation.
 - a. They bring their own experiences and knowledge into the classroom, which they like to use as a resource for learning.
 - b. Give them practical learning activities to build on their prior skills and

- knowledge.
6. Adult students are sometimes fatigued when they attend classes.
 - a. They appreciate any teaching devices that add interest and a sense of liveliness, such as a variety of methods, audio/visual aids, change of pace and sense of humor.

Please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu) if you would like more information.

Section 2: Communicating with Students

- A. To reach students while keeping their contact information secure and confidential, it is recommended that you communicate with your students via UC Merced or Canvas email accounts.
 - a. If you use your UC Merced email, you should list the individual email addresses in the blind copy field so that the addresses are not accessible to others.
 - b. Only send emails to the student email under which they registered and is listed on your class roster.
 - c. Not all Extension students will have a UC Merced email; however, the email with which they registered is considered official (and legal) communication.
 - d. If teaching an academic course, you can securely and confidentially communicate with students using the Coursemail feature in Canvas.
- B. Students and Group Projects
 - a. For group project work, it is best practice for students to exchange their contact information with others students directly.
 - b. Canvas will also allow you to set up online discussions for your students that are secure.
- C. Staying in Contact with Students after Your Course Section Ends
 - a. Under FERPA, it is not recommended to initiate contact with students unless it is for a Legitimate Educational Interest, and then it is recommended you use your UC Merced email.
 - b. At the conclusion of the course, you may offer students your personal contact information so that students can voluntarily choose to make or maintain contact with you after the course has concluded; however, do not solicit or demand

student contact information for this purpose.

- c. Staying in touch after the section ends for other non-academic purposes needs to be voluntary for the student. If you use LinkedIn for professional networking purposes, you can inform students that you are available on LinkedIn, but it is not recommended for instructors to initiate the “link.”
- d. For more information regarding FERPA, please see <http://registrar.ucmerced.edu/policies/ferpa>.

Please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu) for more information.

Section 3: Students with Disabilities

The federal [Americans With Disabilities Act \(ADA\) of 1990, as amended](#) and other federal and state laws, as well as the [University of California Guidelines Applying to Nondiscrimination on the Basis of Disability](#) require that persons with disabilities have equal opportunity to enjoy campus programs, activities, and benefits.

Extension requires you to review the [Faculty Resources](#) page on the UC Merced Disability Services website for all information regarding students with disabilities.

Please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu) for more information and/or assistance in accommodating your students.

Section 4: Academic Integrity and Academic Misconduct

At UC Merced, the [Office of Student Conduct](#) (OSC) oversees the student disciplinary system for reports of suspected student misconduct, both academic (e.g., cheating, plagiarism and unauthorized collaboration) and nonacademic (e.g., computer misuse, alcohol and other residence hall violations, theft, and conduct that threatens health and safety).

If you suspect student misconduct, either academic or nonacademic please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)) and review the policies and procedures on the OSC website (<http://studentconduct.ucmerced.edu>).

If you have concerns about student behavior and/or classroom management, please contact Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)).

Extension recommends visiting the OSC website together in class to facilitate a conversation about academic integrity. It contains helpful resources for both students and instructors.

Finally, create an inclusive classroom. From the first day of class, set guidelines for discussion to ensure that everyone feels welcome expressing his or her ideas in class. Some instructors find it helpful to have a brain-storming session with students on the first day of class and to come to a group agreement about ground rules for respectful class interactions.

Know your own biases and hot-button issues, which can help you prepare for difficult moments.

Extension recommends you visit the [Center for Engaged Teaching and Learning](#) website for instructional resources, including ideas for creating an inclusive classroom.

CHAPTER 5: FACILITIES AND INFORMATION TECHNOLOGY (IT)

Section 1: Extension Locations, Schedules, and Classroom Etiquette

Information about parking, public transportation, building entry, classroom access, emergencies, on-site staff hours and other site-specific matters can be found on the UC Merced [Facilities Management](#) website. Please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)) if you can't find the information you need. Whenever possible, public transit is recommended.

A. Locations/Centers

- a. Extension offers classes at the UC Merced Downtown Campus Center, UC Merced Fresno Center, and the UC Merced Modesto Venture Lab, Merced County Office of Education, and school districts in addition to the UC Merced Campus.
- b. Every effort is made to schedule classes in the most appropriate instructional facility and classroom for the course.
- c. Please be sure to notify your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)) if you have specific instructional needs (e.g., computer lab, drafting studio, breakout rooms) so that these may be taken into consideration when scheduling your course.
- d. Support Staff are available to assist by answering questions related to: course information; opening rooms; distributing course packets; providing account codes and training for photocopiers; and providing way-finding and reception services.
- e. They are sometimes available for light photo-copy jobs.
- f. UC Merced Extension provides hotel space where courses are offered for instructors to do work in preparation for their courses and meet with students.
- g. Location, hotel spaces, and classrooms provide wireless internet.
- h. If you need other resources at a given site, please contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)).

B. Schedules

- a. Classroom schedules and locations are posted online.
- b. Changes to room assignments are reflected on the Extension website and posted on the classroom door.

- c. Every effort is made to notify instructors and students in advance via email, as well.
- d. Classrooms are unlocked 30 minutes prior to the scheduled start time and relocked 15 minutes after the scheduled end time.

C. Classroom Etiquette

- a. Because Extension offers daytime, evening and weekend courses, classrooms are often scheduled for different courses throughout the day.
- b. In order to clean and reset classrooms, we ask that you vacate your assigned classrooms at the end of the scheduled meeting time and leave the room in the configuration in which you found it.
- c. If you require additional classroom time, contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu) to discuss possible schedule modifications.
- d. Classrooms should always be left in good condition for subsequent use.
- e. Ask students to dispose of trash and make every effort to leave the rooms and their contents in order.
- f. Furniture that has been rearranged should be put back as found; any borrowed furniture should be returned to its original location.
- g. If you have a question or concern pertaining to your classroom, please go the Registration Desk and speak with the on-site representative who can assist you.
- h. Please do not relocate your class or make other changes to the classroom without first contacting the on-site representative.
- i. If you would like to request additional changes for the next class meeting, contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

D. Field Trips and Other Outside Activities

- a. If a class has activities that take place outside of the classroom, such as a field trip or site visit, you need to be specific in your syllabus about what it will involve. (Example: The field trip includes about two miles of walking in an hour's time. The walk includes some stairs and steep inclines and may cover wet or slippery surfaces.)

- b. Please note that it may be necessary to make special arrangements for a particular student, and in some cases, to design an alternative for the entire class.
- c. Each student must sign an [Elective/ Voluntary Activities Waiver](#) (PDF).
- d. You must inform your Program Coordinator (contact info can be found here: extension.ucmerced.edu) of any field trips or site visits that you are planning so that representatives can forward the waiver forms to class and facilitate the rescheduling of the classroom for other Extension events or classes, as needed.
- e. All signed student waivers must be submitted to your Program Coordinator for filing.

Section 2: Classroom Technology

You will be provided with information on the standard classroom technology available for the classroom you are assigned. If you need additional support, please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu).

You should discuss your general classroom technology needs with your Program Coordinator before your class is scheduled so that any special considerations for room scheduling or software acquisition can be taken into account.

All classroom spaces will be equipped with wireless internet and information on-site regarding passwords.

The on-site support staff are available if you require assistance with classroom technology.

UC Merced Extension can make arrangements for computer labs for instruction, as long as it has been arranged ahead of time with your Program Coordinator (contact info can be found here: extension.ucmerced.edu) and was submitted at part of the proposed course.

Section 3: Safety

A. Safe Learning Environment

- a. Extension strives to provide a safe learning environment. You can contribute to the safety of you and your students by doing the following:
 - i. Program these [Emergency and Non-Emergency Phone Numbers](#) into your cell phone for the location where you are teaching.
 - ii. Review the Emergency Information and Procedures found in this [emergency.ucmerced.edu](#).
 - iii. Know where your Extension Centers emergency contact numbers are posted (on the wall in each classroom near the entrance for your convenience).
 - iv. Familiarize yourself with the evacuation procedures that are posted on the wall in the classroom.

B. Immediate Concerns

- a. If it's an emergency, call 911.
- b. If necessary, but not an emergency, call the police (numbers are posted at each site).
- c. Should you find anything of concern that is not immediate, contact your Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)).
- d. If it is after-hours and the Extension academic offices are closed, call the number associated with the facility or notify on-site personnel who can help if you have a last-minute concern involving your teaching.
- e. As the instructor, students will look to you to take the lead in an emergency.
- f. Introduce yourself to security and center staff and call upon them when needed.
- g. In the event of an earthquake, instruct students to duck and cover and evacuate when and if it is safe to do so.
- h. If you notice something unusual about a student, but you are unsure of what to do, please contact the Program Coordinator (contact info can be found here: [extension.ucmerced.edu](#)) and Center Staff, if appropriate.

C. Student, Employee, and Volunteer Incident Form

- a. If anyone has an accident while onsite for an Extension class or while on a class field trip or site visit, have them complete the [Incident Form](#) (PDF).
- b. It is strongly recommended that you keep a blank form with you during the term and with you on any field trips and site visits.
- c. Please contact your Program Coordinator (contact info can be found here: extension.ucmerced.edu) to relay an account of the event as soon as possible. He or she can follow up with the appropriate parties to make sure that a thorough report is submitted.

D. Personal Emergency

- a. If you are delayed or having a personal emergency situation and cannot make it to class, call to notify your Program Coordinator (contact info can be found here: extension.ucmerced.edu) and the Center Staff as soon as possible and Extension will make arrangements to notify the students.
- b. Please do not ask a colleague to cover your class or substitute.
- c. Please refer to Chapter 2, Section 1, H. “Emergency Makeup Meetings and Substitute Instructors” above for further information.



University of California, Merced
5200 N. Lake Road
Merced, CA 95343

Instructor Contract

Instructor information

Name:	Instructor Type: Employee
	Instructor Number:
Telephone:	Campus Personnel Number:

Course Information

Division: Extension

Title: I

Course Section Number:

Schedule:

GL Account ID:

Discipline Code and X number:

Meeting Type:

Number of Meetings:



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Merced, CA 95343

Location:

Compensation

Compensation for this contract will be based on: 25% of course tuition

Additional notes and Comments:

I accept this proposal. I understand that UCM Extension has the right to move the location of the course or to terminate this agreement at any time if: (a) enrollments in the course are insufficient; (b) required course administrative or pedagogical responsibilities with respect to this or any prior course have not been met; (c) UCM Extension and I fail to reach agreement on the resources to be made available for a course, including but not limited to room location, marketing, or program assistance; (d) teaching or other performance in a course is deemed unsatisfactory; or (e) I have violated the policies, procedures, or guidelines of the University or University Extension as set forth in the Instructor Guide and incorporated herein by reference. By my signature below, I warrant and represent that I have reviewed the Instructor Guide, that I fully understand its contents, and that I agree to be bound by same, including but not limited to the Instructor Code of Conduct, as contained in the Instructor Guide.

I understand that all agreements with UCM Extension are on a course-by-course basis, and that I have no guarantee, expressed or implied, of continued employment or involvement with University Extension in any capacity beyond the course, which is the subject of this agreement.

The Regents of the University of California own the course title, description, and syllabus, and I understand that UCM Extension may offer this course at any time in the future using any other instructor without my permission if using UCM Extension or University developed materials.

I understand that compensation under this agreement is contingent upon successful completion of the University hiring process, return of this signed agreement prior to the class or project start date, and the on-time submittal of any deliverables associated with this agreement, including student grants, if applicable.

Signature: _____

Date: _____

Print Name: _____



Student Resources and Policies Handbook

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University of California, Merced Extension Mission and Vision Statements

Mission

University of California, Merced Extension (UCM EXT) exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

Vision

University of California, Merced Extension (UCM EXT) aspires to be a recognized model for culturally responsive teacher preparation given to student empowerment. The UCM EXT program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service. To achieve this aspiration, UCM EXT:

1. Aims to establish culturally respectful communication regarding questions, ideas, and solutions in the context of UCM EXT program courses and clinical placements.
2. Aims to nurture collaboration between teacher candidates and students to achieve learning goals, maximizing collective talent and expertise.
3. Aims to develop skills for critical and creative problem-solving among teacher candidates and students, applicable to all content domains.

Academic Policy Information

Academic Calendar

The UCM Extension Academic Calendar can be found [here](#).

Accreditation

The University of California, Merced, is accredited by the Western Association of Schools and Colleges (WASC). UC Merced Extension is accredited by WASC through the University.

Course Numbers and Prefixes

Classification of Courses

The level of instruction for all University of California courses which award academic credit is designated by a course number which falls within series defined as follows:

- 1-99. Undergraduate/Lower Division courses which are open to freshmen and sophomores.
- 100-199. Undergraduate/Upper division courses ordinarily open only to students who have completed at least one lower division course in the given subject, or four semesters of college work. Independent study courses at the undergraduate level are numbered 199.
- 200-299. Graduate courses ordinarily open only to students who have completed at least 12 semester upper division units basic to the subject matter of the course.
- 300-399. Professional courses for teachers offered in Departments and Schools of Education, and specially designed for teachers or prospective teachers.
- 400-499. Professional courses in fields other than Education.
- Individual study or research graduate courses numbered 500-599 if they may be used to satisfy minimum higher degree requirements, which are otherwise numbered 600-699.

UC Merced Extension further classifies courses which do not result in the award of University level academic credit, as follows:

- 700-799. Experimental, public service, public policy forums, test preparation courses, and courses which showcase research or developments in the professions or local industry, which are non-credit bearing and in which student work is not evaluated.
- 800-899. Advanced professional seminars, courses, and short-courses, in which student work is evaluated, which may lead to the award of a letter grade, PASS/FAIL grade, or Continuing Education Unit (CEU) in lieu of academic credit.
- 900-999. Courses for which University credit are *not* awarded, but in which student work is evaluated and grades are posted. College preparatory courses and English as a Second Language (ESL) courses are examples of the type to be classified in this series.

- 1000-1099. Professional or cultural enrichment seminars, courses and short-courses in which student work is not evaluated, but leads to the award of Continuing Education Unit (CEU) in lieu of academic credit.

UC Merced Extension typically presents courses in the undergraduate series numbered 1-199 (except independent studies), the 300 series, the 400 series, and the non-credit series ranging from 700-999.

In addition to the numbering schema, the University uses letter designations preceding the "course number" to indicate Extension's agency in offering the course, and to indicate the Senate division offering academic approval, as follows:

- An "X" prefixed to the course number indicates that the course bears University-level academic credit, *and* that the course is offered through Extension. When the "X" appears alone, the Extension course has no counterpart in the UC Merced curriculum, although the content meets the standards for the course series. (Courses numbered 700 and above offered through Extension are not prefixed with an "X" as they bear no credit.)
- The "X", modified with a senate-division designator such as "M", indicates that the course bears University-level academic credit, that it is offered through Extension, and that the course is by Senate regulation considered "equivalent" to a course offered in the regular curriculum of the Senate Division which approved the course. ("M" indicates Merced. "B" indicates Berkeley, "SB" indicates Santa Barbara, etc.)

FERPA – Confidentiality and Student Rights

Pursuant to the Federal Family Education Rights and Privacy Act of 1974 and the University of California Policies Applying to the Disclosure of Information from Student Records, UC Merced Extension students have the right to:

1. The right to inspect and review their student records within 45 days of the date the Extension Office receives a written request for access. Students should submit their requests in writing to the Extension Office or appropriate campus official for the office having custody of the requested records. The request must identify the record(s) they wish to inspect and review. The campus official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official receiving the request, that official shall advise the student of the correct official and redirect the request.
2. The right to request the amendment of their student records if a student believes the records is inaccurate or misleading. Students should submit a written request to amend a record that they believe is inaccurate or misleading to the campus official responsible for the record, clearly identifying the portion of the record they want changed, and specifying why it is believed to be inaccurate or misleading. If Extension determines that the record should not be amended as requested by the student, Extension will notify the student of the decision and advise him/her of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in their student records, except to the extent that law and policy authorize disclosure without consent.

One exception permitting disclosure without consent is disclosure to campus officials having a legitimate educational interest in the records. A campus official is any individual designated by the campus to perform an assigned function on behalf of the campus. Legitimate educational interest means a demonstrated need to know by officials who act in a student's educational interest. A campus official has a "legitimate educational interest" in a record if the official is performing a task

- (1) specified in his or her job description;
- (2) specifically related to the official's participation in the student's education;
- (3) specifically related to the discipline of a student; or
- (4) specifically related to providing a service or benefit associated with a student or student's family, such as health care, counseling, job placement or financial aid.

Another exception permitting disclosure without consent is Directory (or public) Information, defined as information contained in a student record that would not generally be considered harmful or an invasion of privacy if disclosed, unless the student has notified the Extension Office that such information is to be treated as confidential with respect to him/herself.

UC Merced Extension has established these items as **Directory** (or public) Information: the student's name, address, phone number, email address, program of study, dates of attendance, earned certificates, enrollment status (Full-Time; Part-Time), photographs and program completion information. UC Merced Extension directory information is available upon request only and will not be posted online or by any other means.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by UC Merced Extension to comply with the requirements of the Federal Educational Rights and Privacy Act, addressed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202-4605.

How a Student Can Change Their Level of Privacy

A student who wants to withhold all from the category of Directory (public) information must file a [nondisclosure form](#) in the Extension Office by the 10th day of instruction. If a student does not choose this option, this information may be released without student written authorization.

Students availing themselves of this right should understand what the consequences of such action might be. For example, if all information is designated nonpublic information the student's status as a student or any certificates earned cannot be verified for potential employers or for any inquires without the student's written consent.

Questions: Questions about these rights should be referred to the Extension Office by emailing extension@ucmerced.edu.

University of California Policy Related to the Disclosure of Information from Student Records

The University of California policy related to student record information disclosure, please review

Grades

If you enroll for credit, you must meet the attendance, participation and course requirements set by the instructor. You can log in to your student portal to view your final grades and CEUs.

Until all outstanding balances to the university are paid in full, a hold may be placed on your student account that prevents you from viewing and printing your final course grades, CEUs and grade reports and from ordering an official transcript.

Grading Basis Options

When you enroll in a credit course, you will receive a letter grade. In some courses, however you may opt to take the course for a passed/not passed grade (P/NP) or to take the course on a noncredit basis (NC) by submitting a Petition for Grade Option Change form. If you opt to change from a letter grade to a P/NP grade you must inform your instructor prior to your course end date and final exam or project due date. If you plan to apply that course toward a degree or professional certificate, you should first make sure that a P/NP grade is accepted. Please note that most institutions do not accept noncredit courses and noncredit grade options for transfer credit. We cannot change a P/NP grade or a NC grade option to a letter grade after recording it. If you are unable to complete your course, you can also submit a petition to withdraw without academic penalty prior to your course end date and final exam or project due date.

Grading System Grades

Grades		Quality Points
A+	Excellent	4.0
A	Excellent	4.0
A–	Excellent	3.7
B+	Good	3.3
B	Good	3.0
B-	Good	2.7
C+	Fair	2.3
C	Fair	2.0
C-	Fair	1.7
D+	Barely passing	1.3
D	Barely Passing	1.0
D-	Barely passing	0.7

F	Not Passing	0.0
P	Passed (equivalent to a C- or higher)	
NP	Not passed (lower than a C-)	
U	Unsatisfactory	
I	Incomplete	
IP	In-Progress	
NR	No Report: when instructor fails to report a grade	

Other Grade Letter Designations

NC	Not for credit - Signifies attendance but not completion of credit requirements
W	Withdraw without academic penalty
I	Incomplete, may be assigned by an instructor on an exceptional basis if the student's coursework has been passing quality but not finished during the term or enrollment period due to circumstance beyond the student's control.

Incomplete grades are contingent on instructor approval, and instructors are under no obligation to grant them. To complete the course and receive a final grade, you must complete the course requirements within three months of the course end date. If you do not complete the work as agreed, instructors may opt to submit a final failing grade for you. If left unresolved, the grade Incomplete (I) in any course becomes part of your permanent academic record.

An "I" grade designation is issued only if the instructor approves and all of the following criteria are met:

- You present extenuating circumstances to your instructor for not completing the course by the course end date
- You have successfully completed 75% of the assignments, assessments or projects at least three weeks prior to the course end date.
- You and the instructor have made a written agreement on the work required to complete the course and the due date by which you will submit the work to the instructor. The due date must be within three months of the course end date,
- You must sign and present the Petition for Incomplete Grade form to the instructor prior to the course end date. Online students should provide the completed petition form to instructors by scanning and emailing it as an attachment.
- For classroom and hybrid courses, instructor must note on the form the percentage of course work completed and graded and the cumulative grade the student has earned to date. For online courses, instructors must note on the form all of the modules that have been submitted, graded and entered into the LMS gradebook to date (e.g., Modules 1-8) and the remaining modules the student must complete (e.g., Modules 9-10).

- Once completed and signed by you and the instructor, the instructor should forward the original incomplete grade petition form to extension@ucmerced.edu. You and the instructor should each retain a copy of the signed form.
- **Online Students Only:** Once enrollment expires or a grade I is recorded, you no longer have access to the online classroom or discussion forum. You must coordinate with your instructor to copy or print out any information from the online classroom or discussion forum that you need for reference as you continue and complete your coursework beyond your enrollment period.

Grade Point Averages

UC Merced Extension does not calculate or record an official grade point average (GPA) on your transcript, GPAs can be unofficially calculated on the basis of grades and number of units. The University's scale of grade points is A=4.0, B=3.0, C=2.0, D=1, F=0. A plus (+) or minus (-) may also be recorded. Grades with a plus sign (such as B+) carry 0.3 points per unit; minus grades (such as A-) carry 0.3 points less. (An A+ counts as 4.0). Work is shown in semester units unless otherwise noted.

Final Grade Reviews and Appeals

All student grades except "Incomplete" are final when submitted by the instructor to UC Merced Extension at the end of the course. An instructor may request a change of grade when a computational or procedural error occurred in the original assignment of a grade, but a grade may not be changed or revised as a result of reevaluation of student work, student reexamination or the submission of additional student work after the end of the course.

UC Merced Extension considers grades to be a matter of academic judgment on the part of the instructor. You may only challenge your grade and request a final grade review in certain circumstances. Grounds for requesting a grade review at the end of the course include:

1. Application of nonacademic criteria –such as consideration of race, politics, religion or gender – not directly reflective of performance related to course requirements;
2. Sexual harassment; or,
3. Clerical or procedural error in the calculation of the student's final grade.

Consult your instructor if you have a question about your final grade. If the matter is not resolved at the instructor level, write to your CE Director to request a final grade review within 30 days after your final grade is posted to your student record. Within your final grade review request, state which of the above three criteria comprise the grounds for the request, The CE Director conducts the grade review and informs you of his or her decision - including any remedies, if applicable – within 30 days of receiving the request for review.

If, and only if, the above procedures have failed to resolve the matter, you may appeal the CE Director's decision by submitting a letter addressed to UC Merced Extension, ATTN: Extension Dean 5200 N Lake Road, Merced, CA 95343

This written request for appeal must be initiated within 30 days after receiving the decision from the CE Director. The dean's designee reviews the request for appeal, conducts an investigation and makes a

decision – including any remedies, if applicable – within 30 days of receiving the request for appeal. The dean’s designee makes the final decision for all unresolved grade appeals for all students enrolled in UC Merced courses and programs.

In extenuating circumstances, the above timelines may be extended.

Nondiscrimination

The University of California, in accordance with applicable federal and state laws and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, medical condition (cancer-related), ancestry, marital status, citizenship, sexual orientation or status as a Vietnam-era veteran or special disabled veteran. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access and treatment in University programs and activities.

Inquiries regarding the University’s student related nondiscrimination policies may be directed to Student Conduct staff in the Office of Student Life. Please also refer to the University of California [Policies Applying to Campus Activities, Organizations and Students](#) (PACAOS).

Sexual Harassment

Sexual harassment of all persons who participate in University programs and activities is prohibited by law and by University regulation (Policy 380-12). Sexual harassment is unacceptable and will not be condoned on the UC Merced campus.

Clery Act and Crime Statistics

“Safety Matters” is UC Merced’s annual security report. This publication offers information about our police department, campus crime statistics and a wealth of information about safety and security. It can be found at police.ucmerced.edu or to learn more about UC Merced’s annual crime statistics at ope.ed.gov/security/.

Student Conduct

All members of the UC Merced Extension community are expected to act with honesty, integrity and respect for others.

UC Merced Extension, as a unit of the University of California, Merced, is a continuing education and professional community committed to maintaining an environment that encourages personal, professional and intellectual growth. It is a community with high standards and high expectations for those who choose to become a part of it. This behavior includes abiding by the established rules of conduct intended to foster behaviors that are consistent with a civil and professional educational setting. Members of the UC Merced Extension community are expected to comply with all laws, University policies and campus regulations, conducting themselves in ways that support a professional and safe learning environment. In this context, instructors are guided by [University of California’s Faculty Code of Conduct](#) (PDF). Students are guided by the [UC Merced Code of Student Conduct](#) (PDF).

Academic Honesty Policy

This [PDF](#) can also be found at the Office of Student Life, Student Conduct page.

Smoke and Tobacco Free Campus

<http://smokefree.ucmerced.edu/>

Enrollment Policy Information

Enrollment Basics

Students enroll in UC Merced Extension courses through the [UC Merced Extension website](#). After clicking “Enroll” online the student will complete their profile and register for the course(s) through the Higher Reach Student Information System catalog.

Payment Method

Payment is required at the time of registration. Registration for a course or program is not complete until payment is received. UC Merced Extension accepts credit/debit card payments using: Visa, MasterCard, and American Express.

In-person/third-party payments require special handling. Students/Participants should [contact UC Merced Extension](#) before completing their registration online.

Drop/Refund Information

UCM Extension must receive the course drop request online through the [course registration site](#) **within the approved drop period**. Once logged into the registration site, select **Academics > Current Sections > Request Drop** and follow the prompts to drop the course.

Drop requests received after the deadline will be processed as a Withdrawal (see the Withdrawal policy for more information). If UCM Extension does not receive the drop request by the deadline, the student may request an incomplete (I) or withdraw (W) from the course if there is appropriate justification.

If you are experiencing problems requesting a drop through your student portal/account, email extension@ucmerced.edu for assistance.

Unless specified otherwise in the program, course or section description, all drop requests are subject to a nonrefundable refund processing fee of \$25.00 per class and must be made within the drop/refund policy timelines as stated below.

If it is necessary for UC Merced Extension to cancel a course, your full course fee is refunded. We do not reimburse textbook fees, travel or accommodation costs, or any expense other than the full course fee in the event of course cancellation. If you have any questions regarding the drop/refund policy email: extension@ucmerced.edu

Drops/Refunds for Classroom and Hybrid Courses

Unless otherwise specified in the program, course or section description, you may request a drop within the following time frame:

- Courses meet for only one meeting:

You must make your drop request no later than one day prior to the first course meeting date.

- Courses with two or more meetings:

You must make your request no later than one day prior to the second course meeting date. The timeline for the drop may vary from one to 14 days after the course start date depending upon the meeting pattern of the course.

Drops/Refunds for Online Courses

For online courses, the refund deadline is 7 calendar days from and including the official course start date. For example, if the online course begins on Monday, the refund deadline for the course is the following Sunday. Failure to login or access your online course is not justification for seeking a refund. Some courses and programs may have special refund deadlines. These refund deadlines are listed in the course description and in the enrollment confirmation email.

All refunds are subject to a \$25.00 non-refundable and non-transferable administrative fee per course except when a course is canceled or rescheduled by UC Merced Extension. In the event a course is canceled or rescheduled, a full refund of the course fee will be processed. UC Merced Extension refunds back to original payer and in the original form of payment. Please allow a minimum of 3-5 business days for processing.

Drop/Refund and Transfer Appeals

The drop/refund and transfer deadlines and policies are strictly enforced. For continuous enrollment online courses, the maximum enrollment period as stated on the program, course or section description is strictly enforced and extensions to the course end date are not available. Please refer to information on withdrawing from your course without academic penalty.

For UCM EXT students enrolled in a course-by-course format, exceptions to the drop/refund and transfer policy will be considered only under the most unusual circumstances that can be supported with official documentation. Appeals must be submitted in writing with the subject header “Student Appeals” by email: extension@ucmerced.edu, or by mail: [UC Merced Extension, ATTN: Student Appeals, 5200 N. Lake Dr. Merced, CA 95343](#). Appeals will be reviewed by the Director and Extension Dean, with the Dean making the final decision. For candidates of the teacher preparation program, all appeals are linked directly to UC Merced’s policies on the university website: [Adding and Dropping Courses](#).

In your appeal include:

- Your name, your student ID, the name and section number of your course, your reason for requesting an appeal, your email address and your daytime phone number.
- Supporting documentation of the circumstances. Documentation must be written in English and on letterhead, confirming the reasons for the appeal, including specific dates and signed by the

appropriate person in an official capacity. Medical documentation must be on the medical provider's letterhead.

UC Merced Extension has the right to approve or deny any appeal. Approved drop/refund appeals are subject to standard service charges, and students may also be responsible for prorated course fees. The review process can take 3 - 4 weeks. Failure to include all necessary information may delay the review process.

Withdrawals

You can submit a request to withdraw by logging in to the student portal; the withdraw request must be submitted prior to your course end date and final exam or project due date. If your request to withdraw is approved you will receive a W grade. It will appear on your official transcript. Withdrawing from a course is not the same as dropping or receiving a refund for a course; strict deadlines apply to course drops/refunds. See Drops/Refunds for more information.

Course Transfers

You can request to change sections or to enroll in a different course by email to extension@ucmerced.edu. Unless specified otherwise in the program, course descriptions, all transfer requests are subject to a nonrefundable transfer processing fee of \$25.00 per class and must be made within the transfer policy time lines stated below. Transfer requests that are a result of course cancellations are not subject to the transfer processing fee.

Approvals for transfer are based on course and space availability and the scheduled course start date. Any difference in course fees is assessed and due at the time of the transfer. Transfer request will not be approved and processed until all outstanding balances are paid in full to the University. If you have any questions regarding the transfer policy, please email extension@ucmerced.edu.

Note: All transfer deadlines below apply to the class in which you are currently enrolled. You must meet all the course prerequisites if listed in the course description before the transfer is approved and processed.

Transfers for Classroom and Hybrid Courses

Unless otherwise specified in the program, course or section description, you may request to transfer within the following time frame:

- Between courses with fewer than five meetings: Transfer requests must be made one business day before the course start date of both courses, provided the enrollment limit of the course you are transferring to has not been reached. You must meet all prerequisites if any are listed in the course description. If the courses meet on the weekend, the transfer deadline is the Friday immediately before the courses start.

- Between courses with six or more meetings: Transfer requests must be made one business day before the second course meeting of both courses, provided the enrollment limit of the course you are transferring to has not been reached. You must meet all prerequisites if any are listed in the course

description. If the courses meet on the weekend, the transfer deadline is the Friday immediately before the second class-meeting of both courses. The timeline for transferring varies from one to 14 days after course start dates, depending on the course meeting pattern.

Transfer for Online Courses

For fixed-date online courses, you can request transfers up to six days after the course start date. For continuous-enrollment online courses, you can request transfers up to six days after you enroll. If the sixth day falls on the weekend, the transfer deadline is the Friday immediately before the deadline. As an alternative, you can submit an online drop/refund request from your student portal and re-enroll in the desired section. Please carefully review the instructions and time lines for drops/refunds prior to submitting a drop/refund request.

Appeals and Grievance Policy

Appeals Process

UC Merced Extension has an appeal process in place to assist candidates and faculty to resolve academic issues. This process endeavors to protect both faculty and candidates by assuring a process that allows dialogue at each step. This process is linked directly to UC Merced's policies on the university website: [Petition of Academic Policy](#).

Definition of a Grievable Action: A grievable action is an action: (a) is in violation of written UCM EXT policies or procedures; or (b) constitutes arbitrary, capricious or unequal application of written UCM EXT policies or procedures.

Initial and Informal Appeal: The candidate who wishes to appeal must first discuss the problem with their instructor. The initial appeal may be informal by a conversation or meeting between the faculty member and the candidate. If the academic issue is not resolved, the formal appeals process is initiated. The candidate must initiate this process within 30 calendar days from the day the candidate knew, or reasonably should have known, about the action generating the complaint, excluding campus holidays, intersession periods, and summer session (e.g., within 30 days of an assignment being graded).

Formal Appeal Initiation: The formal appeal should be addressed in writing to the Teacher Preparation Site Director and/or the Director of Education Programs. The appeal must include a written statement that lays out the grounds for the appeal, and any supporting documentation. The appeal must be initiated within 30 calendar days from the day the candidate knew or reasonably should have known about the action generating the complaint, excluding campus holidays, intersession periods, and summer session (e.g., within 30 days of an assignment being graded). The valid grounds on which a student may base an appeal are confined to three areas: (1) evidence of procedural error committed intentionally or inadvertently by the Program faculty or staff and/or (2) evidence of non-academic criteria being used to evaluate academic work, including personal bias and violations of the campus nondiscrimination policy and/or (3) special mitigating circumstances beyond the student's control (such as documented severe illness to self or immediate family, or death in the family) not properly taken into account in a decision affecting the student's academic progress. In order to seek relief under special mitigating circumstances,

the candidate must have raised the issue with the program directors as soon as possible and no later than 10 calendar days after the mitigating circumstance began (e.g., if a documented medical condition impairs the candidate's ability to complete the coursework, the candidate would supply the program directors with a doctor's note no later than 10 calendar days after the medical condition began).

The Director of Education Programs shall determine the validity of an appeal with respect to whether it meets the criteria or whether additional material should be provided in order to make a determination. The candidate shall be notified as to the determination of the appeal's validity within 30 days of the submission of the appeal. Failure of the Director of Education Programs, or his/her designate, to identify to the candidate regarding the outcome as to the validity of the appeal within 30 days shall result in referral of the appeal directly to the Extension Dean.

In cases where a resolution is not reached, the final level of appeal is the Extension Dean. The Extension Dean will review the written complaint, response from the individual(s) complained of, and submitted materials.

The Extension Dean's office will make a final decision and notify the candidate of the outcome within 60 days of the initiation of the formal complaint. If determination is not made within the 60-day timeframe, the appeal is deemed denied. A written summary of the appeal and the conclusions reached will be kept in the student's academic file. If the appeal is supported, the Director for Education programs will ensure that prompt corrective action is taken. The Dean will record the final determination with the Extension Registrar's Office.

Candidates and applicants of the teacher preparation program access all appeals processes through the university website and abide by university procedures. The process for each campus school, including UCM EXT, allows a student to appeal to his/her Dean after exhausting all other pathways. The links in this document direct candidates, like all UC Merced students, to the university's policies and forms.

Time frames: All time frames are defined in terms of calendar days, excluding campus holidays, inter-session, and summer session, starting on the day the candidate either knew or reasonably should have known of the actions leading to the complaint.

Links and Resources

The following links below outline the appeals process for all academic matters and other concerns:

Any appeal based on sex discrimination or sexual harassment must be referred directly to the [Office of Compliance office](#) for initial review. If the appeal remains active after the conclusion of the Title IX investigation then the appeal will be governed under the procedures described in the campus-wide Appeal Procedure.

- Grade disputes are appealed under the [Grade Appeals Policy](#).
- For academic integrity disputes involving candidates, see the [Administration of Student Conduct](#).
- For disputes regarding disability accommodations, inquire with the [DS Student Grievance Procedure](#).

- For disputes regarding whistleblower complaints, including complaints for retaliation, see the [University of California Whistleblower policy](#).

Access to Academic Records and to Evaluation Review: Pursuant to FERPA requirements, candidates are entitled to timely access to academic records stored in their academic file.

Denial of Admission

UC Merced Extension reserves the right to select its students and deny admission to the Teacher Preparation Program, based on an applicant's suitability in meeting the admissions criteria, including but not limited to the Admission Interview, and the best interests of the Program.

Appeal of Admission Decision

An applicant has the right to appeal a denial of admission. If an applicant believes that the denial is based on error, prejudice, capriciousness, arbitrariness or is not within established admission criteria, the applicant may file an appeal and offer evidence to support the claim. Applicants who wish to appeal a denial of admission must do so within 15 business days of the date of the notification, submitting the completed [Request to Appeal](#) along with the notice of denial of admission to the Director of Education Programs.

Transcripts

Transcript request should be submitted via email to the UC Merced Extension office. All transcript requests will be processed within 1-3 business from request receipt.



Draft Enrollment Agreement
(Online Form)

CANDIDATE INFORMATION

Name:

Home Address:

Phone:

Email:

Emergency Contact Information (Name and Phone):

Gender:

Birthdate:

Are you a U.S. Citizen? Yes or No

If no, please indicate your VISA Type:

PROGRAM REQUIREMENTS

Mission

University of California, Merced Extension (UCM EXT) exists to develop culturally responsive educators that equitably facilitate cross-disciplinary, integrative learning to catalyze student potential and empowerment.

Vision

University of California, Merced Extension (UCM EXT) aspires to be a recognized model for culturally responsive teacher preparation given to student empowerment. The UCM EXT program is aligned with the vision of the University of California, Merced—upholding 21st century priorities for interdisciplinary learning and public service.

The UCM EXT program mission and vision are aligned with adopted standards and frameworks for TK-12 students in the State of California. The program prepares teachers at the highest level, supporting culturally responsive, inclusive, critically creative, and rigorous education for all students. UCM EXT coursework is aligned with the Teaching Performance Expectations (TPEs)

and standards adopted by the California Commission on Teacher Credentialing. UCM EXT teacher candidates will be able to assess individual student learning relative to the standards. Candidates will demonstrate TPE competence through successful course completion, supervisor observations, a digital and/or physical portfolio, and quality Teaching Performance Assessments (TPAs).

For the full course of study, please refer to the UCM EXT Teacher Preparation Program Guide.

I acknowledge that I have received the UCM EXT Student Resources and Policies Handbook and am responsible for all information contained within. _____ (Initial)

TUITION AND FEES

Program Tuition and Fees

The following information reflects Academic Year 2018-2019. Please note that fees are subject to change.

Certain campus-based fees are subject to Consumer Price Index (CPI) increases as well as increases related to projects and programs. For purposes of these fee tables, CPI increases have been estimated. As a result of gubernatorial, legislative, regental, and/or campus action, these fees may change without notice.

Candidates will pay tuition of \$450.00/unit, plus an additional 10% per course for student services fees and a one-time, non-refundable application fee of \$75. Most courses will be three units.

Please refer to the [UCM EXT Proposed Budget](#) for AY 2017-18 through 2022-23.

**Tuition fees are reviewed annually and candidates are apprised of any changes in advance of enrolling in programs.*

Additional Credential Fees

Fees are established by the State of California for all credential candidates. Credential fees are subject to change and include:

Fingerprinting \$75

CBEST Exam \$50-100

CSET Exam \$200-400

RICA Exam \$300

CPR Training \$25

Activate Preliminary Credential (CTC application Fee) \$52

Certificate of Clearance (CTC application fee) \$50

Payment of Fees

Course Registration fees at UCM EXT is a one-step process. You must pay your fees in full at the time of registration unless otherwise noted. You will receive a Registration Confirmation Email and a Payment Receipt upon completion.

Candidates can pay for their course using MasterCard, American Express, Discover or Visa. Personal, travelers, business or E-checks are not accepted.

Deadlines and Penalty Fines

If you ask to enroll in courses after the enrollment deadline, you may be assessed a late enrollment fee and possibly, a late payment fee.

Returned Check Policy

UCM EXT does not accept personal checks as payment on candidate accounts.

Drops, Cancellation, Withdrawal, and Fee Refunds

UCM Extension must receive the course drop request online through the [course registration site](#) within the approved drop period. Once logged into the registration site, select **Academics > Current Sections > Request Drop** and follow the prompts to drop the course.

Drop requests received after the deadline will be processed as a Withdrawal (see the Withdrawal policy for more information). If UCM EXT does not receive the drop request by the deadline, the student may request an incomplete (I) or withdraw (W) from the course if there is appropriate justification.

If you are experiencing problems requesting a drop through your student portal/account, email extension@ucmerced.edu for assistance.

Unless specified otherwise in the program, course or section description, all drop requests are subject to a nonrefundable refund processing fee of \$25.00 per class and must be made within the drop/refund policy timelines as stated below.

If it is necessary for UCM EXT to cancel a course, your full course fee is refunded. We do not reimburse textbook fees, travel or accommodation costs, or any expense other than the full course fee in the event of course cancellation. If you have any questions regarding the drop/refund policy email: extension@ucmerced.edu.

You can submit a request to cancel/withdraw by logging in to the [Student Portal](#); the withdraw request must be submitted prior to your course end date and final exam or project due date. If your request to withdraw is approved you will receive a 'W' grade. It will appear on your official transcript.

The effective date for determining a refund is the date a completed Cancellation/Withdrawal form is received by UCM EXT. Upon submitting a Cancellation/Withdrawal form, a candidate enrolled in classes will be dropped from those classes. The percentage of fees that may be refunded is determined by the number of calendar days (not school days) elapsed, beginning with the first day of instruction for the semester.

Fee Refund Schedule

CALENDAR DAYS ELAPSED	PERCENTAGE REFUNDED
0-1 days	100% less any applicable fees
2-11 days	90%
12-27 days	50%
28-53 days	25%
54 days or more	0%

TRANSFER OF CREDIT

Candidates may transfer up to 1/3 of their required courses if they complete those courses at UC Merced. Courses taken from other institutions will be considered on an individual basis, but will not exceed a maximum of two courses (or 6 semester units). There is no guarantee transfer credits will be accepted. The transferability of credits earned through UC Merced Extension is at the discretion of the institution to which the candidate may seek to transfer. _____ (Initial)

CANDIDATE ACKNOWLEDGEMENTS

I understand that UCM EXT does not guarantee job placement to graduates upon program completion or graduation. _____ (Initial)

I understand that UCM EXT may terminate my enrollment if I fail to comply with attendance, financial, academic, or professional requirements. I understand that I must maintain satisfactory academic progress and my financial obligation to UCM EXT must be paid in full before a teaching certificate may be awarded. _____ (Initial)

I acknowledge that this is a legally binding agreement when signed by the candidate and accepted by the institution. _____ (Initial)

I acknowledge that I have a right to request a copy of this agreement. _____ (Initial)

I acknowledge that I have been notified of the UCM EXT Grievance Policy and Process. _____ (Initial)

I have carefully read this Enrollment Agreement. _____ (Initial)

My signature below certifies that I understand and agree to my rights, responsibilities, and compliance with UCM EXT policies.

Candidate Name (Printed)_____ Date_____

Candidate Signature_____ Date_____

Director Name (Printed)_____ Date_____

Director Signature_____ Date_____

Merced City School District Letter of Support



Personnel Services

Douglas J. Collins, M.Ed., Associate Superintendent
Regi Fournier, Administrative Secretary
444 West 23rd Street
209-385-6759
209-385-6399 fax

August 4, 2017

To Commission on Teacher Credentialing:

On behalf of Superintendent RoseMary Parga Duran, I want to express our support of the University of California Merced Extension's application for Stage II: Initial Institutional Approval. Merced City School District has already begun to work collaboratively with the UC Merced Extension. We are a Preschool-8 school district with over five hundred certificated employees. Last year we had twenty-four retirees and expect a higher number in 2017-2018. We are working closely with all universities where we have influence to ensure we can fill our teaching positions during this statewide shortage.

We are excited about the CalTeach program and the work the Extension is doing. We are highly focused in MCSD on science, technology, engineering, art, and math, or STEAM. We recently built a new district STEAM Center at one of our campuses as a learning center for all of our students. This will also help future teachers with specialties in these curricular areas to pursue this honorable profession. The partnership with UC Merced is a positive for Merced and the Central Valley of California.

If I can be of any help to the Extension and their efforts to receive continued CTC approvals please don't hesitate to contact me. Included with this letter is the agreement we currently have with CalTeach to show our collaborative effort to provide fieldwork placements for their students in our district.

Sincerely,

Douglas J. Collins
Associate Superintendent

To ensure that every student excels academically, builds character, and is a productive member of our community.

UNIVERSITY OF CALIFORNIA, MERCED SYLLABUS TEMPLATE

I. Course Background Information:

Course Code:

Course Title:

Units:

Term:

Instructor(s) and Contact Information:

Office Hours:

Course Modality:

Course Location:

Course Date/Time(s):

II. Course Description:

III. Course Goals and Outcomes:

a. *Course Goals:*

b. *Learning Outcomes:*

By successfully completing this course, course participants will be able to:

IV. Format (Modality) and Procedures:

V. Course Requirements:

c. *Class attendance and participation policy:*

d. *Course readings:*

e. *Course assignments and projects:*

VI. Grading Procedures:

Both letter grading and pass-fail options will be available. For grading on a pass-fail basis, 70% is considered a passing grade. The course grade will be calculated as follows:

Course Requirement	%

Total	100%

Letter grades will be assigned as follows:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

VII. Academic Integrity:

Each student in this course is expected to abide by the University of California, Merced's Academic Honesty Policy. Any work submitted by a student in this course for academic credit will be the student's own work. Students are encouraged to study together and to discuss information and concepts covered in the course with other students. Students can give "consulting" help to or receive "consulting" help from each other. However, this permissible cooperation should never involve one student taking credit for work done by someone else. Penalty for violation of this Policy can also be extended to include failure of the course and University disciplinary action.

VIII. Accommodations for Students with Disabilities:

The University of California, Merced is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for a student with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester (or equivalent), except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.

IX. Tentative Weekly Schedule:

f. Sessions, Topics and Assignments

Date	Focus	Topics covered	Agenda, Readings and Assignments
-------------	--------------	-----------------------	---

Note: Include here the key is acronyms or abbreviations are used in the table above.

g. Description of Assignments:

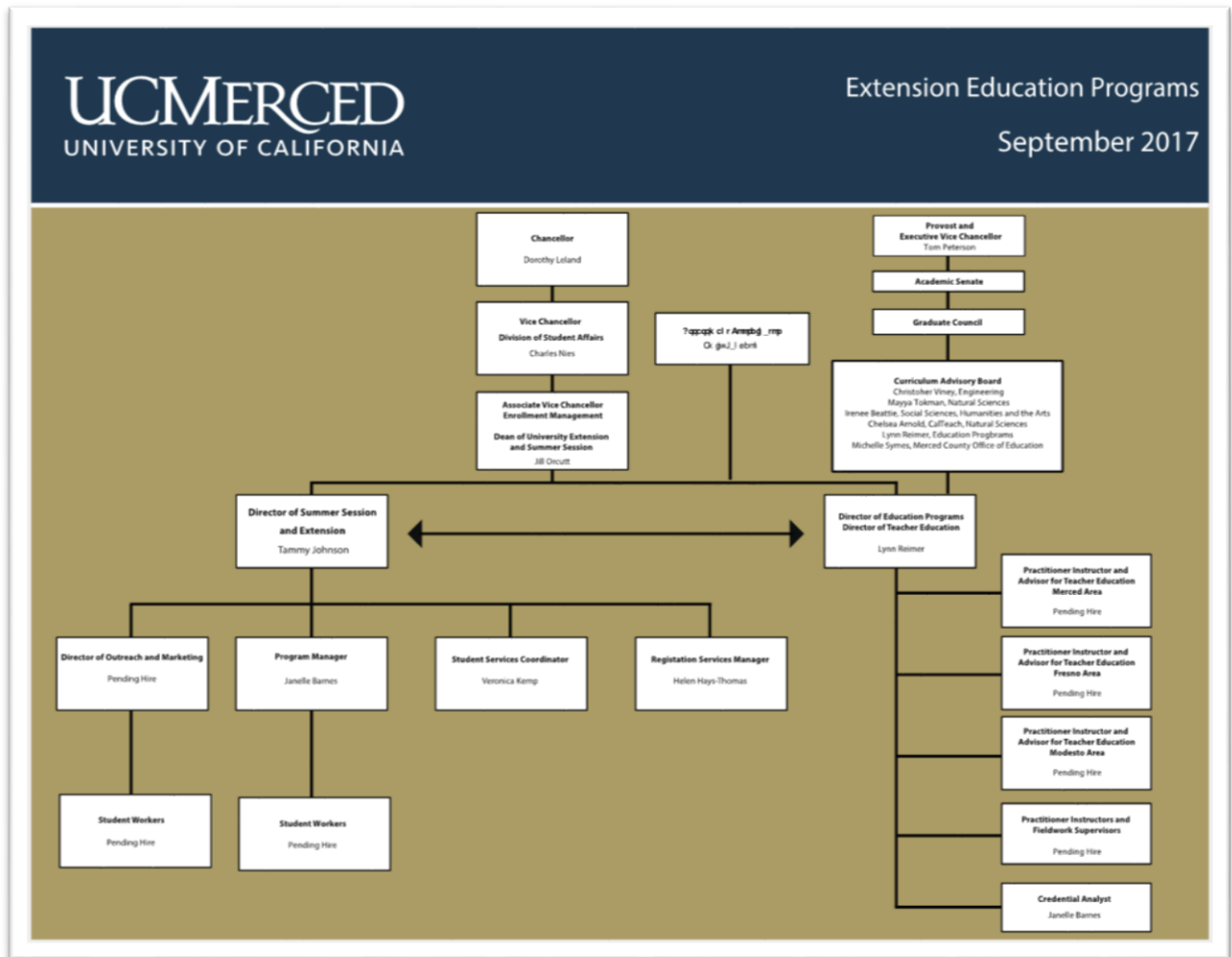
h. Changes to syllabus and/or assignments may occur to accommodate the course participants and learning goals.

X. Required Texts:

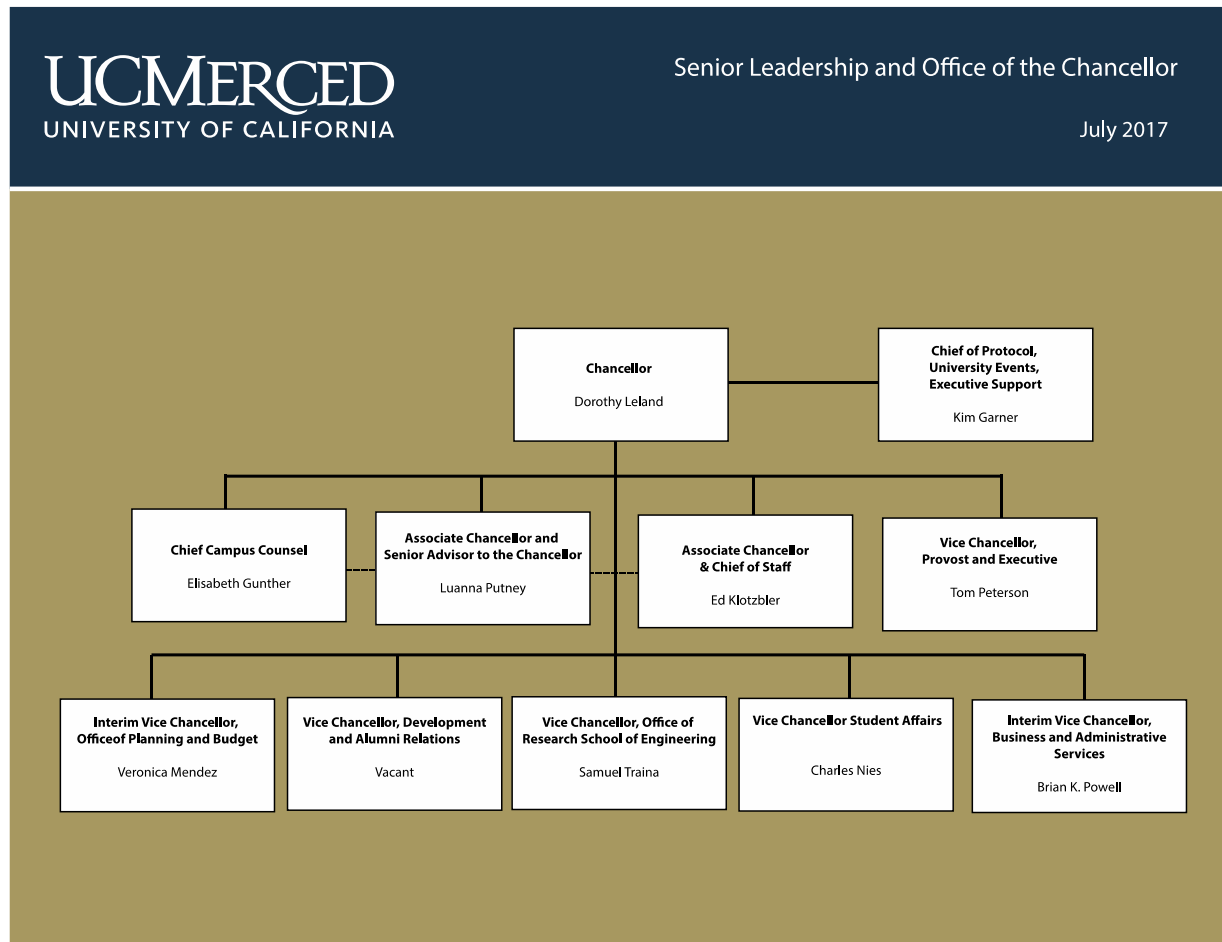
XI. Recommended Texts and Resources:

XII. References

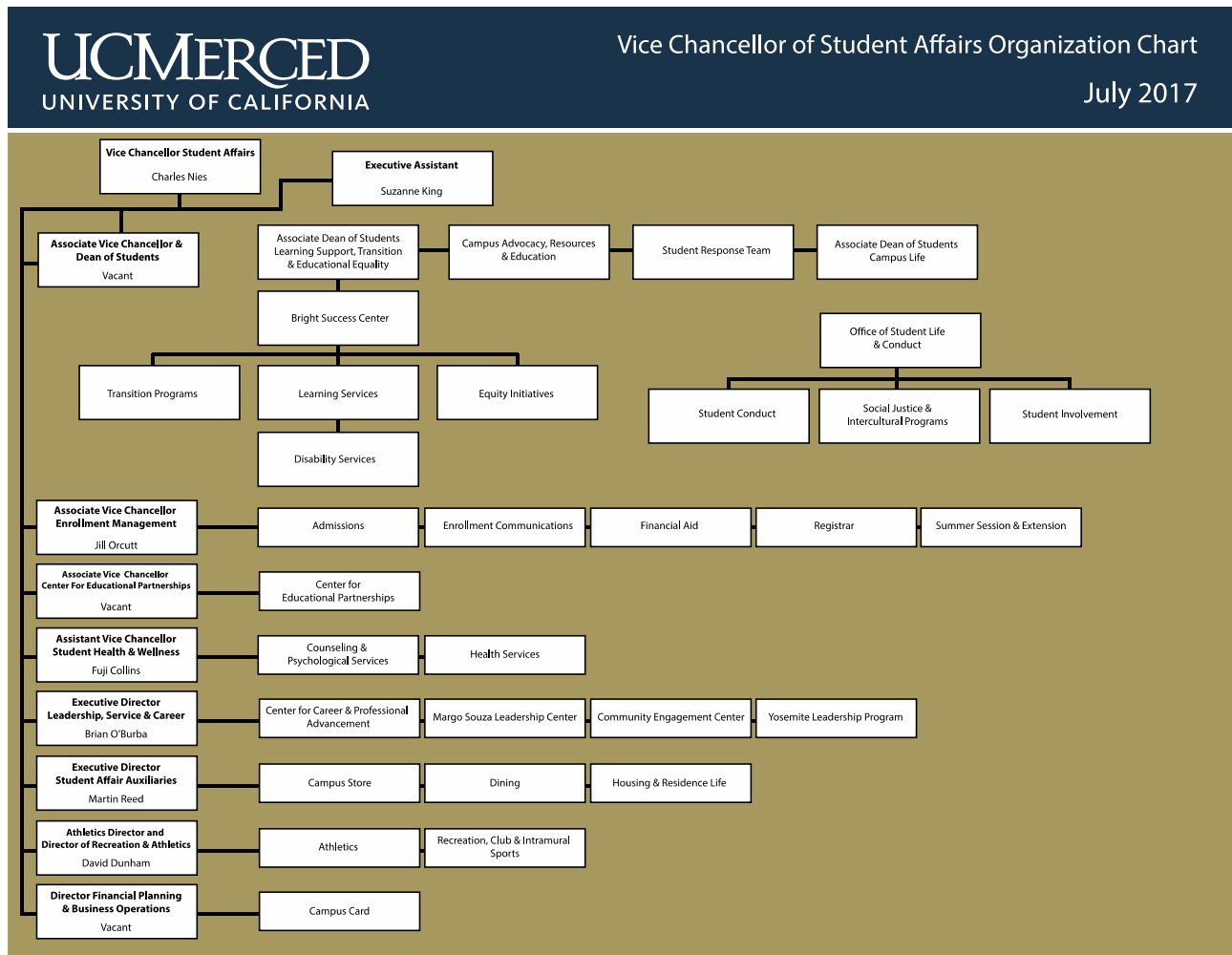
UC Merced Extension Organization Chart



UC Merced Senior Leadership Organization Chart



UC Merced VCSA Organization Chart



Teach-Out Plan for CTC Approved Educator Preparation Program(s)

Context:

UCM EXT is seeking approval to offer an educator preparation program that meets all adopted CTC standards. Once a candidate is accepted and enrolled in UCM EXT, Extension will offer the approved program until the candidate: (a) completes the program; (b) withdraws from the program; (c) is dropped from the program; or (d) is admitted to another approved program to complete the requirements, with minimal disruption, for the authorization in the event the program closes. In this event, an individual transition plan would need to be developed with each candidate.

Purpose:

To outline a specific plan and progression for candidates if UCM EXT is unable to continue providing the educator preparation program(s). Should UCM EXT initiate a plan to close its educator preparation program(s), the following progression of events support the transition of UCM EXT enrolled candidates to another CTC approved program.

Transition Meeting:

The UCM EXT Dean, Program Director and assigned Field Supervisor will meet with each candidate individually to develop an Individual Transition Plan (ITP). The ITP will include:

- Options for completing his/her program of study through another CTC approved institution with a preexisting Teach-Out Agreement with UCM EXT;
- A program description and information about admissions, transfer policies and enrollment for the CTC approved program;
- Official UCM EXT transcripts;
- Letter of good standing (if appropriate);
- Summary of any remaining tuition obligations and/or financial aid repercussions; and
- Summary of completed student teaching hours and fieldwork observations.

Teach-Out Agreements:

The UCM EXT will seek to establish Teach-Out Agreements with CTC approved institutions within Merced county. Agreements will ensure the equitable treatment of candidates with remaining coursework/fieldwork requirements upon program closure. Considerations for partnership include:

- Coursework equivalency;
- Sufficient enrollment capacity; and
- Willingness to partner with local public schools for student teaching placement.

Sample Letter of Agreement can be found in the Appendix.



UC Merced Extension

University of California, Merced
5200 North Lake Road
Merced, California 95343
(209) 228-7867 Fax: (209) 228-4060

Teach-Out Sample Letter of Agreement

DATE

To Whom It May Concern:

This letter defines the scope of the Teach-Out Agreement between UCM EXT and _____ (an accredited partner institution). The purpose of this agreement is to ensure the equitable treatment of candidates and a reasonable opportunity for them to complete their program of study should the proposed UCM EXT Preliminary Teaching Program close.

Agreement.

Partner institution will allow candidates to apply to the equivalent program on a rolling basis immediately following the UCM EXT program closing. The partner institution will transfer x credits, per their transfer policy stated in the student handbook and/or catalogue.

Academic Standing.

Partner institution will only accept students in transfers who provide a letter of good standing from UCM EXT.

Term of Obligation.

Any UCM EXT student who fails to apply, be accepted, and matriculate within two years of the closing will be excluded from this Agreement. UCM EXT students who have graduated, failed to be continuously enrolled, withdrawn or dropped will be excluded from this agreement.

Signature

Signature

Title

Title

UCM EXT
5200 N. Lake Road
Merced, CA 95343

Partner institution
Address block

WASC Accreditation Letter



WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES

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Keck Graduate Institute

Carmen Sigler
San Jose State University

Ramon Torrecilla
Mills College

Timothy White
University of California, Riverside

Michael Whyte
Azusa Pacific University

Paul Zingg
California State University, Chico

PRESIDENT
Ralph A. Wolff

July 5, 2011

Sung-Mo Steve Kang
Chancellor
University of California, Merced
5200 North Lake Road
Merced, CA 95344

Dear Chancellor Kang:

At its meeting June 22-24, 2011, the Commission considered the report of the Educational Effectiveness Review (EER) team that conducted a visit to the University of California, Merced (UCM) March 8-10, 2011. The Commission had access to the Educational Effectiveness Report prepared by the University prior to the visit and documents relating to the Capacity and Preparatory Review (CPR) visit conducted in fall 2009, including the Commission letter following the CPR visit. The Commission would like to thank you, Executive Vice Chancellor and Provost Keith Alley, and Assistant Vice Chancellor for Academic Affairs Nancy Tanaka for participating in the conversation with the Commission regarding the review. Your comments were most helpful.

The campus was granted candidacy in 2007 and applied for initial accreditation in 2008. Following a successful Capacity and Preparatory Review, this most recent review represents the University's final step toward initial accreditation. In addition to demonstrating the ways in which the University meets each Standard and Criterion for Review, the University's EER report highlighted three goals for its self-review: (1) developing a system of quality assurance that aligns curricular, co-curricular, and administrative units; (2) adding direct measures of educational outcomes to assessment processes; and (3) leveraging quality assurance tools to integrate curricular goals, assessment data, and budgeting. The EER team found the university's report comprehensive, candid, extensively documented, and full of interesting insights. In the words of the team, the report presented a picture of "remarkable progress."

The Commission's letter of March 2010 contained recommendations regarding assessment, program review, and student success, as well as financial, strategic, and academic planning. The team found "excellent progress" on the development and use of program learning outcomes and introduction of both direct and indirect assessment in student affairs as well as academic areas. Program review is "well underway," and the University has developed a suite of approaches to support the success of its diverse student body.

Most significantly, perhaps, the University has established a strong relationship with the University of California Office of the President (UCOP). A memorandum of understanding (MOU) has formalized the office's financial support for the campus over the next three years; in exchange, UC Merced will raise enrollment, improve retention, and in the short term shift the emphasis in academic program development from high-cost science and engineering programs to social sciences and humanities.

During its three days on campus, the team found much to commend. As in 2009, team members noted skillful leadership and appreciated the strong *esprit du corps* that extends

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organizers and SACA should provide critical leadership in these efforts. (CFRs 1.2, 2.3, 2.4, 2.7, 2.10, 2.11, 4.6, 4.7)

Student Success. A majority of students at UCM are first-generation college-goers and individuals from comparatively low socio-economic background, with SAT scores that are the lowest among the UCs. While UCM lags behind other UCs in retention and graduation rates, the team found “demonstrable progress.” UCM students do succeed at levels beyond what the demographic data might predict. Clearly, the many strategies that have been introduced to support these students are working. As enrollment increases, however, the University will be challenged to maintain the same levels of mentoring, advising, personalized attention, and access to research opportunities that benefit current students. As the team report advises, “it is therefore important for UCM to achieve better alignment of retention strategies with resources” and to develop “predictive models to guide the admission process.” Student success studies should also include graduate students, who will be essential to the development of a strong research culture at UCM. For both graduate and undergraduate students, data should be disaggregated and benchmarked against the results of peer institutions. (CFRs 2.10, 2.11, 2.12, 2.13, 4.4, 4.6)

The Commission found that UC Merced had met the WASC's Core Commitments, Standards, and Criteria for Review. Thus the Commission acted to:

1. Receive the Educational Effectiveness Review report and grant initial accreditation to the University of California, Merced.
2. Schedule UC Merced's next comprehensive review visit for spring 2018. As you know, the Commission is in the process of considering major revisions to the current three-stage institutional review process. It expects these revisions to be adopted by June 2012 and implemented during the following two years. Once the revised process is adopted, WASC staff will communicate with you and your ALO to explain the impact of any changes on your next comprehensive review and on the interactions you may have with WASC before that review.
3. Request an Interim Report to be due on March 1, 2014. This report should address (1) financial stability and sustainability, (2) further progress in institutionalizing and sustaining assessment of student learning and program review, and (3) updated data and information about retention and graduation and initiatives to promote student success.

In taking this action to grant initial accreditation, the Commission confirms that the University of California, Merced, has satisfactorily addressed the Core Commitments to Institutional Capacity and Educational Effectiveness, and has successfully completed the three-stage review conducted under the Standards of Accreditation. Between this action and the time of the next review, the University is expected to continue its progress, particularly with respect to educational effectiveness and student learning.

UCM is approved to offer only the degrees noted on the attached list of approved degrees. Any additional degrees that UCM may wish to offer must be approved through the WASC Substantive Change process.

Initial accreditation is granted for a maximum of seven years. Accreditation status is not granted retroactively. Institutions granted the status of accreditation must use the following statement if they wish to describe the status publicly:

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University of California Merced is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001.

The phrase "fully accredited" is to be avoided, since no partial accreditation is possible. The accredited status of a program should not be misrepresented. The accreditation granted by WASC refers to the quality of the institution as a whole. Because institutional accreditation does not imply specific accreditation of any particular program in the institution, statements like "this program is accredited" or "this degree is accredited" are incorrect and misleading.

In accordance with Commission policy, copies of this letter will be sent to President Mark Yudof and the chair of the UC Board of Regents in one week. The Commission expects that the team report and this action letter will be widely disseminated throughout the University to promote further engagement and improvement, and to support the institution's response to the specific issues identified in them.

The Commission wishes to express its appreciation for the extensive work that UC Merced undertook in preparing for and supporting this accreditation review. WASC is committed to an accreditation process that adds value to institutions while assuring public accountability, and we are grateful for your continued support of our process. Please feel free to contact me if you have any questions about this letter or the action of the Commission.

Finally, I would like to congratulate you on a successful presidency and wish you the very best as you return to a faculty role in the School of Engineering at UC Santa Cruz.

Sincerely,



Ralph A. Wolff
President

cc: Linda Johnsrud, Commission Chair
Nancy Tanaka, ALO
Russell Gould, Board of Regents Chair
Mark Yudof, President, University of California
Members of the EER team
Barbara Wright

Attachment: List of approved degrees



WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES

CHAIR
Linda K. Johnsrud
University of Hawaii

VICE CHAIR
Bernard Bowler
Public Member

Anna DiStefano
Finding Graduate University

James Donahue
Graduate Theological Union

Jackie Donath
California State University, Sacramento

D. Merrill Ewert
Fresno Pacific University

John Fitzpatrick
Schools Commission Representative

Harold Hewitt
Chapman University

Michael Jackson
University of Southern California

Roberts Jones
Public Member

Barbara Karlin
Golden Gate University

Margaret Kasimatis
Loyola Marymount University

Julia Lopez
Public Member

Thomas McFadden
Community and Junior Colleges Representative

Horace Mitchell
California State University, Bakersfield

Leroy Morishita
San Francisco State University

William Plater
*Indiana University –
Purdue University, Indianapolis*

Stephen Privett, S.J.
University of San Francisco

Sharon Salinger
University of California, Irvine

Sheldon Schuster
Keck Graduate Institute

Carmen Sigler
San Jose State University

Ramon Torrecilha
Mills College

Timothy White
University of California, Riverside

Michael Whyte
Atmos Pacific University

Paul Zingg
California State University, Chico

PRESIDENT
Ralph A. Wolff

Consolidated list of currently conferred degrees at University of California, Merced (June 2011, revised)

DEGREE	PROGRAM NAME
BA	Anthropology
BS	Applied Mathematical Sciences
BS	Bioengineering
BS	Biological Sciences
BS	Chemical Sciences
BS,BA	Cognitive Science
Ph.D.	Cognitive & Information Sciences
BS	Computer Science & Engineering
BS	Earth Systems Science
BA	Economics
BS	Environmental Engineering
MS,Ph.D	Environmental Systems
BA	History
MS, MA, Ph.D.	Individual Graduate Program with Emphases (see below for listing)
BA	Literature & Cultures
BS	Management
BS	Materials Science & Engineering
BS	Mechanical Engineering
BS	Physics
BA	Political Science
BA	Psychology
Ph.D.	Psychological Sciences
MS, Ph.D.	Quantitative & Systems Biology
BA	Sociology
BA	World Cultures & History

Emphases within the (Interim) Individual Graduate Program (all offering Ph.D., MS or MA):

Applied Mathematics
Biological Engineering & Small Scale Technologies
Electrical Engineering & Computer Science
Mechanical Engineering & Applied Mechanics
Physics & Chemistry
Social & Cognitive Sciences
World Cultures

Letter of Assurances

UCM EXT assures this letter will be provided before the December 7, 2017 Commission meeting.



UC MERCED PHOTO/VIDEO/AUDIO RECORDING RELEASE

I understand that the photograph(s) or video or audio recording(s) taken of me by agents, employees or representatives of The Regents of the University of California (hereinafter "University") shall be used in connection with the University's dissemination of information on its public service and academic programs to the general public.

I hereby irrevocably authorize the University to copy, exhibit, publish or distribute any and all such images and audio of me or wherein I appear, including composite or artistic forms and media, for purposes of publicizing University programs or for any other lawful purpose. In addition, I waive any right to inspect or approve the finished product, including written copy, wherein my likeness appears.

I hereby hold harmless and release and forever discharge the University from all claims, demands and causes of action which I, my heirs, representatives, executors, administrators or any other persons acting on my behalf or on behalf of my estate have or may have by reason of this authorization.

Signed _____ Date _____

Printed Name _____ Phone _____

E-mail address _____

Street Address _____

If person signing is under age 18 parent or guardian must sign consent as follows:

I hereby certify that I am the parent or guardian of _____,
the minor named above, and do hereby give my consent without reservation to the foregoing on behalf of this person.

Parent/Guardian Signature _____ Date _____

Parent/Guardian Printed Name _____

Street Address _____

UCM EXT Proposed Budget

Academic Year	17/18	18/19	19/20	20/21	21/22	22/23
Student Enrollment						
MSTP Merced		25	30	30	30	30
MSTP Fresno			30	35	40	55
MSTP Modesto				25	30	30
Total Program Enrollment		25	60	90	100	115
Program Revenues \$						
MSTP Merced (\$450 per unit)		\$ 462,375	\$ 554,850	\$ 554,850	\$ 554,850	\$ 554,850
MSTP Fresno (\$450 per unit)			554,850	647,325	739,800	1,017,225
MSTP Modesto (\$450 per unit)				462,375	554,850	554,850
Other Extension Programs						
Sci/Mth Cert	10,000	20,000	20,000	20,000	20,000	20,000
ED Summer Workshops	10,000	12,000	14,000	14,000	14,000	14,000
UC WP	6,000	6,000	6,000	6,000	6,000	6,000
EDUC Other	6,000	9,000	12,000	15,000	18,000	21,000
ESL/ESP	4,000	8,000	8,000	12,000	16,000	16,000
Corporate	50,000	100,000	100,000	100,000	100,000	100,000
Service CEU	5,250	8,750	12,250	15,750	19,250	22,750
Concurrent Enrollment	12,000	14,000	16,000	18,000	20,000	20,000
Total Other Extension Programs	\$ 103,250	\$ 177,750	\$ 188,250	\$ 200,750	\$ 213,250	\$ 219,750
Total Revenues						
Revenues - Merced Only	\$ 103,250	\$ 640,125	\$ 743,100	\$ 755,600	\$ 768,100	\$ 774,600
Revenues with Fresno			\$ 1,297,950	\$ 1,402,925	\$ 1,507,900	\$ 1,791,825
Revenues with Fresno & Modesto				\$ 1,865,300	\$ 2,062,750	\$ 2,346,675
Total Program Revenues	\$ 103,250	\$ 640,125	\$ 1,297,950	\$ 1,865,300	\$ 2,062,750	\$ 2,346,675
Program Expense \$						
FTE (Personnel)						
CE Education Programs (1 FTE)	\$144,000	\$144,000	\$148,320	\$152,770	\$157,353	\$162,073
CE MSTP Director (1 FTE)		\$101,000	\$104,030	\$107,151	\$110,365	\$113,676
Fresno Lead MSTC Instructor (1 FTE)			\$100,000	\$103,000	\$106,090	\$109,273
Modesto Lead MSTC Instructor (1 FTE)				\$100,000	\$103,000	\$106,090
Cred Analyst/Ed Coordinator (1 FTE)		\$85,000	\$87,550	\$90,177	\$92,882	\$95,668
Registrar/Student Serv Dir (1 FTE)		\$98,000	\$100,940	\$103,968	\$107,087	\$110,300
Financial Aid 50% (0.5 FTE)			\$47,500	\$48,925	\$50,393	\$51,905
Total FTE/Salary Expense	\$144,000	\$428,000	\$588,340	\$705,990	\$727,170	\$748,985
Operational and Start-up Costs						
SIS/Service Agreement	\$90,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
Instructional/Ops Estimate 35% (Merced)	\$36,138	\$192,038	\$260,085	\$264,460	\$268,835	\$271,110
Start-up costs for Fresno Site (Estimate)			\$150,000			
Instructional Ops for Fresno (40%)			\$259,095	\$296,710	\$334,325	\$445,620
Inst Ops for Modesto (45%)				\$278,215	\$325,078	\$339,274
Campus Facilities Charge (TBD)						
Administrative Cost Recovery (TBD)						
Total Non-salary expenses	\$126,138	\$207,038	\$684,180	\$854,385	\$943,238	\$1,071,004
Expenses - Merced Only	\$270,138	\$635,038	\$763,425	\$782,450	\$801,915	\$819,733
Expenses with Fresno			\$1,272,520	\$1,182,160	\$1,242,330	\$1,374,625
Expenses with Fresno & Modesto				\$1,560,375	\$1,670,408	\$1,819,989
Total Program Expenses	\$270,138	\$ 635,038	\$1,272,520	\$1,560,375	\$1,670,408	\$1,819,989
Net Program Income (Loss) - Merced	\$ (166,888)	\$ 5,088	\$ (20,325)	\$ (26,850)	\$ (33,815)	\$ (45,133)
Net Program Income (Loss) with Fresno	\$ -	\$ -	\$ 25,430	\$ 220,765	\$ 265,570	\$ 417,200
Net Program Income (Loss) with Fresno & Modesto	\$ -	\$ -	\$ -	\$ 304,925	\$ 392,342	\$ 526,686
Total Program Income (Loss)	\$ (166,888)	\$ 5,088	\$ 25,430	\$ 304,925	\$ 392,342	\$ 526,686
Summer Session Funding Returns				\$ (200,000)	\$ (200,000)	\$ (150,000)
Campus Revenue Sharing (TBD)						
Remaning Funds	\$ (166,888)	\$ 5,088	\$ 25,430	\$ 104,925	\$ 192,342	\$ 376,686

Participant's name: _____

UNIVERSITY OF CALIFORNIA, MERCED
(Name of Class or Activity)

Waiver of Liability, Assumption of Risk, and Indemnity Agreement

Waiver: In consideration of being permitted to participate in any way in (Description of Class or Activity including date(s))

hereinafter called "The Activity", I, for myself, my heirs, personal representatives or assigns, **do hereby release, waive, discharge, and covenant not to sue** The Regents of the University of California, its officers, employees, and agents from liability **from any and all claims including the negligence of The Regents of the University of California, its officers, employees and agents**, resulting in personal injury, accidents or illnesses (including death), and property loss arising from, but not limited to, participation in The Activity.

Signature of Parent/Guardian of Minor Date

Signature of Participant Date

Assumption of Risks: Participation in The Activity carries with it certain inherent risks that cannot be eliminated regardless of the care taken to avoid injuries. The specific risks vary from one activity to another, but the risks range from 1) minor injuries such as scratches, bruises, and sprains 2) major injuries such as eye injury or loss of sight, joint or back injuries, heart attacks, and concussions to 3) catastrophic injuries including paralysis and death.

I have read the previous paragraphs and I know, understand, and appreciate these and other risks that are inherent in The Activity. I hereby assert that my participation is voluntary and that I knowingly assume all such risks.

Indemnification and Hold Harmless: I also agree to INDEMNIFY AND HOLD The Regents of the University of California HARMLESS from any and all claims, actions, suits, procedures, costs, expenses, damages and liabilities, including attorney's fees brought as a result of my involvement in The Activity and to reimburse them for any such expenses incurred.

Severability: The undersigned further expressly agrees that the foregoing waiver and assumption of risks agreement is intended to be as broad and inclusive as is permitted by the law of the State of California and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

Acknowledgment of Understanding: I have read this waiver of liability, assumption of risk, and indemnity agreement, fully understand its terms, and understand that I am giving up substantial rights, including my right to sue. I acknowledge that I am signing the agreement freely and voluntarily, and

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intend by my signature to be a complete and unconditional release of all liability to the greatest extent allowed by law.

Signature of Parent/Guardian of Minor Date

Signature of Participant Date

University of California Classification of Courses, and Course Series Standards

Intent

To ensure conformity with the University's academic standards defined in Senate Regulation, and to facilitate communication between Extension's academic staff and colleagues in other University academic departments, UC Merced Extension classifies its courses using a methodology which enjoys University-wide recognition. Furthermore, Extension uses criteria and standards described herein to determine the classification of newly developed courses. This policy represents a restatement of various UC Academic Senate Regulations.

Classification of Courses

The level of instruction for all University of California courses which award academic credit is designated by a course number which falls within series defined as follows:

- 1-99. Undergraduate/Lower Division courses which are open to freshmen and sophomores
- 100-199. Undergraduate/Upper division courses ordinarily open only to students who have completed at least one lower division course in the given subject, or six quarters (or four semesters) of college work. Special study courses at the undergraduate level are numbered 199
- 200-299. Graduate courses ordinarily open only to students who have completed at least 18 upper division units basic to the subject matter of the course
- 300-399. Professional courses for teachers offered in Departments and Schools of Education, and specifically designed for teachers or prospective teachers
- 400-499. Professional courses
- 500-599. Individual study or research graduate courses if they may be used to satisfy minimum higher degree requirements
- 600-699. Individual study or research graduate courses that do not satisfy minimum higher degree requirement

UC Merced Extension further classifies courses that do not result in the award of University level academic credit, as follows:

- 700-799. Experimental, public service, public policy forums, test preparation courses, and courses that showcase research or developments in the professions or local industry, are non-credit bearing and in which student work is not evaluated
- 800-899. Advanced professional seminars, courses, and short-courses, in which student work is evaluated and Continuing Education Units (CEUs) are awarded in lieu of academic credit

[Appendix](#)

- 900-999. Courses for which University credit is *not* awarded, but in which student work is evaluated and grades are posted. College preparatory courses and English as a Second Language (ESL) courses are examples of the type to be classified in this series
- 1000-1099. Professional or cultural enrichment seminars, courses and short-courses in which student work is not evaluated, but leads to the award of Continuing Education Unit (CEU) in lieu of academic credit

UC Merced Extension typically presents courses in the undergraduate series numbered 1-199 (except independent studies), the 300 series, the 400 series, and the non-credit series ranging from 700-1099.

In addition to the numbering schema, the University uses letter designations preceding the "course number" to indicate Extension's agency in offering the course, and to indicate the Senate division offering academic approval, as follows:

- An "X" prefixed to the course number indicates that the course bears University-level academic credit, and that the course is offered through Extension. When the "X" appears alone, the Extension course has no counterpart in the UC Merced curriculum, although the content meets the standards for the course series. (Courses numbered 700 and above offered through Extension are not prefixed with an "X" as they bear no credit.)
- The "X", modified with a senate-division designator such as "M", indicates that the course bears University-level academic credit, that it is offered through Extension, and that the course is by Senate regulation considered "equivalent" to a course offered in the regular curriculum of the Senate Division which approved the course. ("M" indicates Merced, "B" indicates Berkeley, "SB" indicates Santa Barbara, etc.)

Transferability

Educational institutions are sovereign in their decisions to confer transfer credits. The *expectations* described below regarding transferability of Extension courses to other academic institutions are based on experience and conformity with established guidelines of accrediting bodies that govern educational policy at a wide range of colleges and universities. Except in cases where an articulation agreement provides for automatic transferability of credits earned at Extension, the following affirmations of practice are not guarantees, but remain subject to decisions of those institutions admitting UC Merced Extension students to their programs.

- Credit for courses in the X 300 and X 400 series is acceptable toward the B.A., B.S., and postgraduate programs leading to recommendations for teachers' credentials *only within the limitations prescribed by the various colleges and schools.*
- In the curricula leading to the degrees of B.A. and B.S., and in postgraduate programs leading to certificates or to recommendations for teachers' credentials, all lower division and "100" series upper division courses with the credit designation "XB," "XL," "XR," "XSF," "XSB," "XD," etc. are accepted for unit and subject credit for all requirements of departments, schools, and colleges, as well as for general

University requirements, if the corresponding regular course on the corresponding University campus is normally so accepted. Lower division and "100" series upper division courses with the credit designation of only "X" may be accepted in fulfillment of unit requirements on all campuses.

- While the University of California may accept Extension X and XM courses for fulfillment of unit and subject requirements, grade points for courses taken in University Extension are *not* counted toward fulfilling requirements for the degree with one exception: UC Merced will accept grade points for undergraduate concurrent course work taken at UC Merced for current matriculated students, in good academic standing with the university.
- Within UC, conferring credit toward a higher degree for University of California Extension courses, including regular sessions courses taken concurrently, is subject to the approval and regulations of the campus Graduate Council concerned.

Criteria for X and XM 1-199 Courses

Courses designated XM 1-199 are considered "equivalent" to courses numbered alike in the UC Merced undergraduate curriculum. The material to be covered by the course is therefore congruent, the course listing will be identical, and the texts used are usually the same used by UC Merced faculty. (Variance from the regular text requires special consideration and approval from the UC Merced academic department where the course originated) The assessment of student work (using mid-term examinations, papers, research projects, and class participation and presentations, e.g.) will be the same. The only structural difference is the meeting format of the course. While both UC Merced and UC Merced Extension departments typically assign approximately .33 credit units/per week for every three contact hours, UC Merced Extension may organize this unit value/ contact time into a single class meeting. Courses designated X 1-199 are structured akin to courses offered in the UC Merced undergraduate curriculum. The same considerations for rigor both in material presentation and in the evaluation of student work are expected for courses designated X1-199.

- UC Merced Extension does not offer independent study courses designated either as X 199 or XM 199. Students seeking enrollment in undergraduate independent studies may do so only on a concurrent basis, and only by showing the endorsement of the College, School, or department offering the course, and the agreement of the faculty member proposed to oversee the study and by following the concurrent enrollment process.

Criteria for XM 200 Series Courses

UC Merced Extension does not offer courses designated X in the series 200-299. Note: this series is only included for continuity with the UC system-wide numbering of courses.

Courses designated XM 200 - 299 are considered "equivalent" to courses numbered alike in the UC Merced graduate curriculum. The material to be covered by the course is therefore congruent, the course listing will be identical, and the texts used will be identical to those used by UC Merced faculty. The assessment of student work (using mid-term examinations, papers, research projects, and class

participation and presentations, e.g.) will be the same. To accommodate for the absence of formal admission requirements, enrollment in such courses will be restricted by UC Merced Extension to those students holding the pre-requisites for such study, normally in accordance with criteria set by the UC Merced department offering the equivalent course in regular session. Graduate level XM instruction is unusual, and typically arises from novel joint-programming efforts of the academic departments with Extension, following the endorsement of the Graduate Council.

Criteria for X 300 Series Courses

UC Merced Extension's courses in the X 300 series are postgraduate credit programs offering continuing education for professional educators with teaching credentials and/ or teaching experience.

The X 300 series courses, unlike courses of the Graduate Division 200 series, are not specifically designed to provide sequential training leading to advanced degrees. Rather, they are designed for clientele most of whom already hold academic degrees—many of them advanced—and are directed toward the dual purpose of providing opportunity for advancement in professional status, and dissemination of results of current research and innovations in educational practice. They are planned to meet the needs of school districts, and to satisfy credential requirement established by the State Legislature and the State Board of Education. They are concerned primarily with methodology (as opposed to the content courses offered in the X 400 series).

Most X 300 series courses are designed to achieve one or more of the following objectives:

- The dissemination of information on recent research, and on new theories, media, methods, techniques and evaluation procedures
- The application of theory and research findings for the improvement of practice in school and other educational settings
- The reconsideration in depth of certain aspects of pre-service training which may have more substantive value to the teacher after exposure to experience, combining the theoretical and the practical
- The relating of both theoretical framework and recent research findings in the behavioral sciences to effectiveness in performance of professional educators
- A stimulus for personal and professional growth through participation in development of research and experimental methods and materials
- Implementation of legislative action for educational change, through presentation of a theoretical framework, with implications for procedures and/ or the redefinition of staff roles

Criteria for X 400 Series Courses

The UC Merced Extension courses in the X 400 series are offered through Extension only, and do not duplicate any UC Merced campus course, whether undergraduate, graduate, or professional. The X 400

series courses are designed to provide targeted and often narrowly focused instruction in professional fields, and lead to the award of academic credit which may or may not lead to the formal award of certificates, diplomas and similar academic testimonials other than degrees.

With their primary aim being that of professional or career development, most X 400 courses are developed at the postgraduate study level, often in advanced, specialized areas, where content and/ or instructional approach can be characterized as advanced, sophisticated, specialized, experimental, highly technical, or otherwise unusual. They are designed to achieve one or more of the following specific objectives:

- The dissemination of information on recent research, and on new theories, methods, techniques and evaluation procedures
- The application of advanced knowledge, theory, and research and/ or developmental findings in the professional field for the improvement of professional practice
- The relating of theoretical framework and recent developments in information technology and/ or in the behavioral sciences to effectiveness in professional performance
- Ethical professional practice

They may also involve one of the following objectives:

- The intellectual and cultural development of individuals and the community
- Increased public understanding of social and political issues
- The presentation of knowledge in specialized fields to adult citizens who can profit from postgraduate level study

Prerequisites for X 400 series courses are of a specialized nature and may be above the level of those for the regular undergraduate class. With few exceptions, students are professional and/ or college educated, or possess equivalent background attained through a combination of education and experience.

Each X 400 course must earn approval by the appropriate academic department(s) or other academic unit, assuring conformity to the high level required by University standards. In considering the case for an X 400 designation, course title and description will be reviewed in the context of the foregoing criteria with the following checklist in mind: content, level, methodology, prerequisites, audience, and specific professional use.

1. Content – Many titles, supported by their course descriptions, identify the specialized nature of program content, thereby justifying the use of the X 400 series. An introductory course in such highly technical subjects warrants an X 400 number.

2. Prerequisites – Examples of prerequisites justifying the X 400 series include: "a BS degree in

engineering or equivalent combination of education and experience;" "two years programming experience and data processing managerial responsibility;" and "current employment in a responsible administrative position."

3. Methodology – Non-traditional nature of a course warranting an X 400 designation may be indicated by such terms as: "an interdisciplinary approach;" "professional-level workshop;" "demonstrations by guest artists;" "case studies and supervised counseling in the field;" "analysis of manuscripts by class members;" and "a lecture series/ credit course."

4. Specification of Audience – Where subject matter alone would not necessarily justify the X 400 series, a specific professional clientele supports its use. Relevant examples include:

Mathematics for Teachers of Junior High School; Patent Law for Engineers; Accounting for Managers of Small Businesses. (NOTE: it may be desirable at times, in the course description, to state for whom the course is not intended.)

5. Specific Professional Use – It may be advisable to state in the course description the specific professional use for which it is designed, e.g.: "techniques for interfacing and disciplining human resources to the requirements of system development and implementation in a computer environment;" or "designed to familiarize those in medical, ancillary, or related fields with the origin, spelling, pronunciation, meaning and current usage of physiological, pathological and anatomical terms."

Criteria for 700 Series Non-Credit Courses

UC Merced Extension's 700 Series non-credit programs are offered for their intrinsic values and must be able to stand alone without reference to a degree curriculum or sequential program. The non-credit course should be judged primarily on whether it meets the specific criteria established for these programs. The non-credit courses are directed toward the achievement of one of the following objectives:

- The intellectual and cultural development of individuals and the community
- Increased public understanding of social and political issues
- Making specialized fields of knowledge accessible to the general lay public
- Bringing the talent, research, and resources of the University to bear in the effort toward solution of community problems
- Providing a showcase and demonstration opportunity for the talent and intellectual resources of industries unique to the Central Valley and Sierra Nevada region
- Preparing students for the standardized tests leading to application and admission to undergraduate and graduate/professional degree programs

[Appendix](#)

While UC Merced Extension non-credit programs in the 700 series tend to be flexible and experimental in content and/ or format, they must sustain and wherever possible enhance the position of the University in the community. Programs in fields which are neither fully established nor overwhelmingly rejected by scholars should be presented in a way which makes clear the tentative nature of knowledge in the field.

Exceptions to the rule that the subject matter be of an appropriately academic nature may be made with respect to extracurricular activities analogous to those offered in regular sessions by UC Merced student organizations. Since Extension students are not conveniently situated to arrange activities of this kind it is appropriate for Extension to perform this essential student service function in such fields as physical exercise, recreation, recreational culinary arts, and personal investment. However, such programs are acceptable only if they satisfy the following requirements:

- They are clearly presented as non-academic, extracurricular activities, and not confused in the public mind with Extension's academic programs
- They provide a useful community service, such as promoting good health or the creative use of leisure time
- They are in good taste and of high quality
- They cover their full costs (and, in most cases, have generated and are expected to generate financial surpluses needed to underwrite Extension's academic programs)

Since courses in the 700 series offer no credit, and since students do not perform work that is subject to evaluation, no record of enrollment in these courses will appear on students' transcripts.

Criteria for 800 Series Non-Credit/CEU Courses

Extension's 800 Series non-credit programs are offered to provide special instruction for those professions that encourage or mandate their membership to enroll in advanced continuing study, or to engage in continuing education activities as a requirement for licensing or re-licensure, and where the standards, content, and methodology of instruction is largely driven by national professional associations, or agencies of the State of California. The course work in this series is evaluated. Attendance and successful participation in these programs leads to the award of the Continuing Education Unit (CEU). The 800 series non-credit/ CEU courses are directed toward the achievement of either of the following objectives:

- Professional development, typically in advanced, specialized areas
- Ethical professional practice

Additionally, the 800 series courses may be designed to meet one or both of the following criteria:

- Making specialized fields of knowledge accessible to the general lay public

- Bringing the talent, research, and resources of the University to bear in the effort toward solution of community problems

Student work is evaluated, but grades are not awarded in 800 series courses. The award of CEUs, however, is recorded on Extension students' transcripts.

Criteria for 900 Series Non-Credit Courses

UC Merced Extension's 900 Series non-credit programs are offered to provide a supportive learning environment for students who have not yet studied at the University level in the United States, who seek to develop skills prior to such enrollment, and to provide instruction to university undergraduates who seek remedial instruction and skill development in certain areas. The 900 series non-credit courses are directed toward the achievement of one or more of the following objectives:

- English language skill development for non-native English speakers
- English composition skill development for both native and non-native English speakers
- Skill development in basic mathematics such as: algebra and geometry; high school level physical and life sciences; high school level social sciences, including United States Government and Institutions; and other disciplines common to California's secondary school curriculum.

Since student work is evaluated in these courses and grades are assigned, 900 series courses will be recorded on Extension students' transcripts, although no credit units will be assigned.

Criteria for 1000 Series Non-Credit/CEU Courses

Students will earn CEU credit for these 1000 series courses. The courses will be recorded on the Extension student transcript. Attendance at these courses is mandatory. Failure to attend the course through its entirety of the course will negate the student earning of CEU credit(s) for the course. Student work for these courses is not evaluated.

References

Assembly of the Academic Senate, Academic Council, University of California. Chapter 2 Classification of Courses, 740. *Manual of the Academic Senate University of California*. Regulations of the Academic Senate. Part III Colleges, Schools, and Graduate Divisions. Title III Courses. Updated, January 12, 1996.

Assembly of the Academic Senate, Academic Council, University of California. Chapter 4 Credit in Courses; Article 1 General Provision, 760,761. *Manual of the Academic Senate University of California*. Regulations of the Academic Senate. Part III Colleges, Schools, and Graduate Divisions. Title III Courses. Updated, January 12, 1996.

Assembly of the Academic Senate, Academic Council, University of California. Chapter 5, University Extension Credit Courses; Article 1, Approvals of Courses, 790. *Manual of the Academic Senate University of California*. Regulations of the Academic Senate. Part III, Colleges, Schools, and Graduate

Divisions. Title III, Courses. Updated, January 12, 1996.

Assembly of the Academic Senate, Academic Council, University of California. Chapter 5, University Extension Credit Courses; Article 2, Persons in Charge of Courses, 800. *Manual of the Academic Senate University of California*. Regulations of the Academic Senate. Part III Colleges, Schools, and Graduate Divisions. Title III Courses. Updated, January 12, 1996.

Assembly of the Academic Senate, Academic Council, University of California. Chapter 5, University Extension Credit Courses; Article 3, Degree Credit for Courses, 810. *Manual of the Academic Senate University of California*. Regulations of the Academic Senate. Part III Colleges, Schools, and Graduate Divisions. Title III Courses. Updated, January 12, 1996.

UC MERCED EXTENSION

EMERGENCY TELEPHONE NUMBERS FOR INSTRUCTORS

What to do if you are experiencing one of the following:

- **UNSCHEDULED SAME-DAY ABSENCE:** If you unexpectedly cannot make it to class due to a **personal emergency**, please call your **Program Coordinator** and **Center Staff** at the appropriate center below. We will notify the students and/or make other arrangements so you can focus on your emergency.
- **CLASSROOM EMERGENCY:** If you are experiencing an **emergency while teaching in the classroom**, please call the **emergency numbers** listed for the appropriate location and notify center staff and campus security.

UC Merced Extension

Tri-College Center, Merced College, G Street, Merced, CA 95348

Emergency **9-1-1**
Merced College Police Department 209-
Tammy Johnson, Extension Director 209-228-7867
Lynn Reimer, Education Programs Director 209-228-8639
Janelle Barnes, Program Coordinator 209-228-2234

UC Merced Campus - 5200 N. Lake Road, Merced, CA 95343

Emergency **9-9-1-1 from a campus phone**
UC Merced Police Department 209-228-2677
Fire Marshal 209-217-7231
Environmental Health & Safety 209-228-4234
University Communications 209-228-4432
Campus Escort Service 209-228-2677
Campus Crime Alerts 209-228-2677
Rape Aggression Defense Program 209-228-8273

Blue lights are direct lines to dispatch located around campus. In an emergency, anyone can use the blue lights located throughout campus to talk directly to dispatch in order to get assistance quickly.

Facility Information: <http://facilities.ucmerced.edu/who-we-are/buildings>

UC Merced Fresno Center – 550 E. Shaw Avenue, Fresno, CA 93710

Emergency **9-1-1**
City of Fresno Police Department 559-621-7000
City of Fresno Fire Department 559-621-4199
George “Van” VanVleet, Building Manager 559-241-7420 (office) or 559-313-7420 (cell)
Brandy Nikaido, Director, Fresno Center 559-241-7512 (office) or 559-313-6539 (cell)
Facility Information: <http://www.ucmerced.edu/sites/ucmerced.edu/files/documents/web-based-uc-center-fresno-emergency-plan-2012.doc>

Merced County Office of Education - 632 West 13th Street, Merced, CA 95341

Emergency **9-1-1**

City of Merced Police Department	209-385-6905
City of Merced Fire Department	209-385-6891
Merced County Sheriff's Office	209-385-7445
Mercy Medical Center Merced	209-385-7000
Joe Schoeneman, MCOE Facilities Director	209-381-4554

UC Merced Downtown Campus Center

Emergency Numbers TBD

Modesto Venture Lab

Emergency Numbers TBD

UC Merced Incident Report Form



University of California Merced Incident Report Form

(Incidents involving employees, students, visitors)

INCIDENT DATE: _____
 INCIDENT TIME: _____
 INCIDENT LOCATION: _____

INCIDENT TYPE (Check type)

- ☐ EXPOSURE
☐ INJURY (MINOR/FIRST AID)
☐ NEAR MISS
☐ PROPERTY DAMAGE (<\$1000)
☐ RELEASE TO THE ENVIRONMENT
☐ SAFETY CONCERN
☐ VEHICLE INCIDENT (<\$500)

☐ Victim ☐ Witness ☐ Employee
☐ Student ☐ Visitor (Check any that apply)

NAME: _____

ADDRESS: _____

TEL # _____

VEHICLE (If Involved)

MAKE & MODEL _____

LIC# _____

INS. CO. _____

☐ Victim ☐ Witness ☐ Employee
☐ Student ☐ Visitor (Check any that apply)

NAME: _____

ADDRESS: _____

TEL # _____

VEHICLE (If Involved)

MAKE & MODEL _____

LIC# _____

INS. CO. _____

REPORTING PARTY INFORMATION

NAME: _____

DEPT: _____

TEL # _____

DATE: _____

DESCRIPTION OF INCIDENT/LOSS

Use narrative format, describe chronologically including: who, what, when, where, how and why (if applicable).

Attach any Supporting Documents (e-mail, photos)

Were Police Notified of Loss? ☐ YES ☐ NO

PLEASE SEND COMPLETED FORM TO RISK SERVICES

This is a CONFIDENTIAL report to provide information for use by Risk Services, legal counsel, and the University's insurers in the event a claim is filed against the Regents of the University of California or its employees. This information should not be given to anyone except authorized University officials or agents.